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Who took the GED?

GED 1993 Statistical Report

GED Testing Service
The Center for Adult Learning and Educational Credentials
AMERICAN COUNCIL ON EDUCATION

Cover/Title Page Photos: UNIPHOTO

Design and Production: AdVentures

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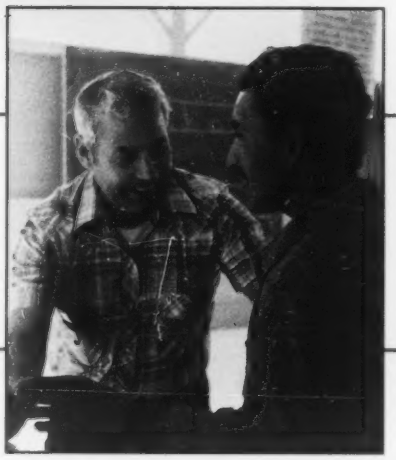
American Council on Education
GED Testing Service
One Dupont Circle, N.W.
Washington, DC 20036-1163
(202) 939-9490 • FAX (202) 775-8578

Who took the GED?



GED 1993 Statistical Report

Janet Baldwin

GED Testing Service
The Center for Adult Learning and Educational Credentials
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Foreword

TO SCIENTISTS, RESEARCHERS, AND OTHER NUMERICALLY-MINDED FOLK, numbers have a beauty all their own. To those who can unlock their meaning, numbers reveal patterns that underlie much of human behavior and social activity. But to many of us, numbers can be dry and boring at best, and obscure and impenetrable at worst. Recognizing this dilemma, we have redesigned the *GED 1993 Statistical Report* by posing the question, "Who took the GED in 1993?"

The GED program has always represented far more than can be portrayed by simple tabulations of numerical data. To millions of adults who did not complete high school, the GED program represents an opportunity to finish an important educational goal and to go on to achieve other, even higher, goals. The GED Tests represent a tangible example of a widely-held democratic ideal—that everyone deserves a second chance. For GED candidates, not having completed school in the traditional way indicates not failure, but temporary setback; for these adults, passing the GED Tests offers concrete evidence that their educational goals were not abandoned.

To emphasize the human faces behind the numbers, this year's report includes photographs of people typical of those who take the GED Tests. These photographs, though not of actual GED test takers, remind us that the people who take the GED Tests come from all walks of life, and are of all ages, races, or ethnic groups. They suggest that behind the tables and the numbers are hundreds of thousands of human stories.

Eve Morra (ND)

Seven in ten GED candidates are white. Three in ten are members of minority groups. Of GED candidates, 14 percent are African-American and 11 percent are Hispanic. These findings, and those presented in photograph captions elsewhere in this report, are based on national studies of GED candidates reported in GED Profiles: Adults in Transition.

In the narrowest sense, the numbers presented in the *GED 1993 Statistical Report* are not "statistics" at all because they are based on information derived from a population, not estimated from a sample. But in a broader sense, these numbers are "statistical" in that they deal with the collection, analysis, interpretation, and presentation of masses of numerical data. This information includes frequencies, means, and percentages of the people who take the tests, who meet GED score requirements for a high school credential, and who receive credentials. The heart of the GED Annual Statistical Report has always been the statistical tables, and this emphasis continues. The redesign of the 1993 report is intended to make the numbers in these tables easier to read, understand, and use, and to facilitate comparisons. The section "How to Use This Report," on page 8, identifies the kinds of questions that can be addressed by data in different tables, defines terms, and guides the reader in the use of the report.

Special thanks are due to those who participated in previous surveys about how to improve the policy research publications of the GED Testing Service. Many of these suggestions were incorporated in this report. We are especially grateful to the GED Administrators, whose names appear beginning on page 32. Without their cooperation and assistance, this report would not be possible.

The production of the *GED 1993 Statistical Report* was a collaborative effort among GEDTS staff, GED Administrators, Chief Examiners, and many colleagues, friends, and supporters of the GED program. At the GED Testing Service, many staff members made notable contributions in the collection of information and processing of data, providing helpful suggestions and advice. Special appreciation is due to Sen Qi, who designed data analysis procedures for producing the tables and graphs, and to Debra Louallen, who directed data collection and quality control activities and coordinated report production efforts. Thanks also go to many other staff and outside advisors who provided essential information, offered valuable suggestions, and reviewed drafts.

Finally, we wish to thank the hundreds of thousands of GED candidates who took the GED Tests to qualify for a high school credential. We dedicate not only this report but also our own staff efforts to this important segment of the adult learner population.

Janet Baldwin
Director of Policy Research

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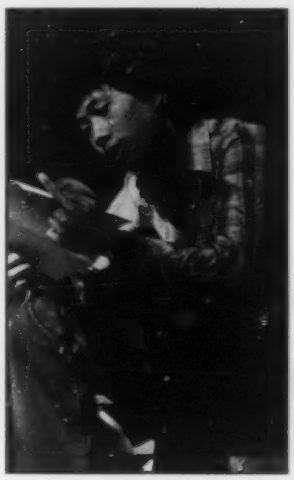


Glenn Matsumura

Brough Schamp/CND

Computer Center, Princeton University

Introduction

The GED Testing Service
Jean H. Lowe, Director

THE TESTS OF GENERAL EDUCATIONAL DEVELOPMENT (GED) PROVIDE ADULTS who did not complete high school with an opportunity to earn a high school credential. By taking and passing a series of five tests in writing, social studies, science, interpreting literature and the arts, and mathematics, adults demonstrate they have acquired a level of learning that is comparable to that of high school graduates.

The GED Tests were first developed in 1942 to provide returning World War II veterans, who had not earned a high school diploma prior to entering military service, with an opportunity to earn a high school credential. The purpose of the GED Tests, essentially unchanged for the past fifty years, is to measure the outcomes and concepts of a four-year program of high school education in the core content areas of United States and Canadian high school curricula. Recognized nationwide in the United States and in Canada by employers and institutions of higher learning, the GED program has increased education and employment opportunities for millions of adults since 1942. Nearly 9.5 million people have earned high school equivalency credentials since 1971, when the program began reporting this information. Each year, more than 750,000 adults take the GED Tests and about 450,000 adults obtain high school credentials based on the tests. About one in seven high school diplomas issued in the United States each year is based on the GED Tests.

Stanley Seligson

***GED** candidates report a variety of reasons for taking the GED Tests. Some seek to satisfy a personal educational goal. Others wish to qualify for employment. Many plan to enroll in institutions of higher education. Recent surveys of GED test takers indicate that three in ten GED candidates (31 percent) planned to enroll at a community college in the next year. An additional 11 percent planned to enroll in a four-year college or university.*

A program of the American Council on Education's Center for Adult Learning and Educational Credentials, the GED Testing Service develops the GED Tests and collects, produces, and disseminates research information on those who take, as well as those who pass, the GED Tests. In addition, the GED Testing Service scores the tests for the military, federal prisons, and other special programs; contracts with more than 3,200 Official GED Testing Centers in the United States, in Canada, and overseas, to provide test materials and to monitor services to examinees. The GED Testing program is jointly administered by the GED Testing Service of the American Council on Education and each participating state, provincial, or territorial department or ministry of education.

However, the real story of the GED Testing Service is in the people it serves—the individuals who take the tests to fulfill their life goals and aspirations. For these individuals, the GED Tests truly represent a second chance. As you read this report you will find that those who take the GED Tests are a richly diverse group. Some have recently dropped out of school. Others have been out of school for some years. Some take the tests to qualify for a job or a job promotion, and others hope that passing the GED Tests will encourage their children or their grandchildren to stay in school.

Kristin V. Rehder/Randolph-Macon Woman's College

Many who take the GED Tests are preparing to enter a community college or four-year university. In fact, about one in twenty first-year college students each year is a GED graduate. GED graduates often continue throughout their careers to exhibit the qualities of determination and perseverence that helped them achieve their second-chance opportunities. They have become successful office workers, mechanics, college professors, military leaders, businesspeople, writers, and artists. A number of GED graduates have remained in the field of education in order to help those who, like themselves, elect to improve their circumstances.

Center for Adult Learning and Educational Credentials
Henry A. Spille, Director

THE CENTER FOR ADULT LEARNING AND EDUCATIONAL CREDENTIALS HAS PIONEERED the evaluation of training, education, and learning acquired outside of formal schooling. Since 1942, the Center for Adult Learning has served as a leader and catalyst in adult education by developing opportunities for adults to become lifelong learners, by offering qualilty assurance in the assessment of learning, and by credentialing learning acquired outside of traditional educational institutions. The Center serves adult learners by administering the General Educational Development (GED) testing program, a battery of examinations designed to measure the general skills and knowledge usually acquired in a four-year high school program of study. A second high school diploma program administered by the Center is the National External Diploma Program (EDP), which offers adults the opportunity to earn high school diplomas by demonstrating academic skills acquired through life experience. Unlike traditional examinations, EDP asks candidates to demonstrate their high-school level ability in a series of assessment tasks completed at home or in private office visits.

Women comprise more than half (56 percent) of all GED candidates. Half of employed female candidates in the United States (50 percent) are in service, sales, or administrative support occupations. Half of employed male candidates in the United States (49 percent) are in laborer, service, machine operator, and precision-production occupations.

The Center's Army/American Council on Education Registry Transcript System (AARTS) provides enlisted soldiers and members of the National Guard with a transcript of their military education and training, thus helping colleges and universities award academic credit for service-related learning and helping employers make hiring decisions based on acquired knowledge and skills. Further, the Military Evaluations Program evaluates formal military training and occupations for college credit recommendations. Such evaluations are also a part of the Program on Noncollegiate Sponsored Instruction (ACE/PONSI). Formal training offered by business, industry, government agencies, labor unions, and professional associations is considered for college credit recommendations.

The Center for Adult Learning's policymaking and advisory board, the Commission on Educational Credit and Credentials, is composed of individuals from secondary and postsecondary institutions and organizations—such as superintendents, principals, college presidents, deans, and registrars—as well as from accrediting agencies, labor unions, business and industry, and the military.

The American Council on Education
Robert H. Atwell, President

THE AMERICAN COUNCIL ON EDUCATION (ACE) IS THE MAJOR REPRESENTATIVE organization of higher education in the United States. An independent, nonprofit association founded in 1918, ACE represents accredited, degree-granting institutions of higher education as well as national and regional higher education associations. Through its programs, activities, and policy-setting functions, it strives to ensure quality education on the nation's campuses and equal educational opportunity for all.

J.D. Levine/Northeastern University

ACE serves as the locus for discussion and decision making on higher education issues of national importance. By bringing together constituent groups under a single umbrella, it works to coordinate the interests of all segments of the higher education community into a single voice.

In addition to assisting adult learners by administering the GED and EDP programs, ACE regularly convenes such groups as the Washington Higher Education Secretariat, a forum for higher education associations to discuss issues of national importance, and the Association Council for Policy Analysis and Research, a forum for the discussion, planning, and implementation of research projects affecting higher education.

The GED Staff

Charles Votaw

The GED Testing Service

Jean H. Lowe
Director

Colleen Allen
Projects Manager

Jessica Rutberg
Administrative Assistant

Data Services

Alice Marable
Manager, Data Services

Patricia Jones
Data Services Coordinator

Cheryl Roberts
Records Processing Assistant

Coni Thomas
Essay Scoring Service Coordinator

Policy Research

Janet Baldwin
Director of Policy Research

Zenitta Jones
Staff Assistant

Debra Louallen
Project Manager

Sen Qi
Senior Research Associate

Program Services

Fred Edwards
Director of Program Services

Cathy Allin
Administrative Assistant

Dwayne Carper
Shipping/Receiving Clerk

Elaine Chamberlain
Manager, Contract Services

Seung Gee
Data Entry Coordinator

Artherol "Pete" Hudnell
Shipping/Receiving Clerk

Rodolfo Mason
Mail System Manager

Kati Niemi
Inventory Control Coordinator

Karen Nnamani
Contract Services Coordinator

Stacey Reed
Contract Services Technician

Lisa Richards
Program Services Coordinator

Test Development

Joan Auchter
Director of Test Development

Judy Allen
Production Coordinator

Andrea Brenner
Assistant to the Director

Suzette Stone Busa
GED Test Production Manager

Joyce Downey-Hoover
GED Test Specialist, Social Studies

Arthur Halbrook
GED Test Specialist, Writing

Carla Linder
Network Coordinator

David Messersmith
Information Systems Manager

Cornelia Munroe
GED Test Specialist, Science

Stephen Sireci
Senior Psychometrician

Kate Woodward
GED Test Specialist, Interpreting Literature and the Arts

Gathering the Data

THE COLLECTION OF DATA FOR THE GED ANNUAL STATISTICAL REPORT IS A joint responsibility of GED Administrators, GED Chief Examiners, and the GED Testing Service (GEDTS). Thus, GED Administrators and Chief Examiners play a vital role in providing high quality data for these reports.

Currently, more than 3,200 GED Testing Centers are in operation in the 50 states, the District of Columbia, ten participating Canadian provinces and territories, nine U.S. Territories, as well as on military bases in the U.S. and overseas, in correctional institutions, and in VA hospitals. Thus, the collection of GED statistical data is an international effort requiring the cooperation of testing and education professionals throughout North America and abroad.

Community College of Philadelphia

The data for the GED Annual Statistical Report are tabulations of the numbers and percents of all persons who take and pass the GED Tests in a calendar year, reported by age within each jurisdiction. The data collection is a diverse and complex process. It can differ greatly from one jurisdiction to another. For example, California and Texas each collects reports on thousands of examinees from hundreds of testing centers, while Guam and the Yukon Territory each collects data from only one center. Moreover, some jurisdictions rely on computerized scoring and record keeping, while others perform these tasks by hand.

The U.S. Department of Education's recent National Adult Literacy Survey (NALS) found that, on average, the performance of GED graduates on prose, document, and quantitative literacy measures was the same as that of high school graduates.

In the fall of 1993, the GEDTS policy research staff began to plan for the production of the *GED 1993 Statistical Report*. During the fall, data collection forms were sent to GED Administrators and Chief Examiners and GEDTS updated its computer programs to generate the statistical tables. In January, 1994, GED Administrators sent their jurisdictional data to GEDTS. In February, GEDTS staff checked the data for accuracy and entered this information into our national database. Preliminary tables were prepared and sent to GED Administrators, who reviewed their own jurisdiction's data for accuracy and returned them to GEDTS with their final revisions. During March, GEDTS updated all statistical databases to reflect these revisions. In April and May, we generated and edited all statistical tables and then printed the final report for public release.

In reviewing the data for the *GED 1993 Statistical Report*, it is important to bear in mind that the *number* of persons in a jurisdiction who take the GED Tests, or who receive high school credentials, can be influenced by a variety of local conditions as well as by a jurisdiction's adminstrative policies, procedures, and levels of funding. For example, North Dakota's 14 percent decline since the previous year in the number tested can be attributed to the effects of a record cold winter and severe flooding in summer, which disrupted the state's educational and testing activities in 1993. Manitoba's decline of 53 percent in the number tested may be due to the change in the adminstrative jurisdiction of the testing program. Thus, changes in these numbers from one year to the next may be influenced by different factors in different jurisdictions.

As we work to improve the quality, interpretability, and usefulness of the data we report, we will continue to provide more information about the meaning and the limitations of the data. In gathering data for future reports, we will use machine-scannable forms to provide better and faster data processing and analysis.

Randy Fader Smith

How to Use This Report

WE ARE ALL USERS OF DATA AND CONSUMERS OF INFORMATION. TO MAKE better educational and policy decisions in this time of rapid social and economic change, we must rely on accurate and up-to-date information about our programs. The GED Testing Service has produced annual statistical reports profiling GED test takers for every calendar year since 1958. As demands have increased for more and better information about our program, we have strived to improve the readability and usefulness of the statistical data.

This year's *GED 1993 Statistical Report* features new one-page and two-page formats for the statistical tables. This format permits the reader to locate more easily the data reported by each jurisdiction in the U.S., its territories, and Canada. Accompanying every table is a graph illustrating important information in the table. Bulleted findings in the margins of each table extend the findings noted in the "1993 Statistical Report Highlights" on page 9. In addition, we are offering, for the first time, a new product designed to enhance the usefulness of these data when they are used to make oral or written presentations about GED statistics: a set of color slides and black and white hard copy masters of all graphs from the *GED 1993 Statistical Report*. This set of twelve Figures can be ordered using the form on page 39.

Community College of Philadelphia

This report was developed with several audiences in mind. For those who rely on the content of the statistical tables for program status and trend information, the tables have been reformatted for clarity and more fully documented. For those interested in using this report to learn about the purpose of the GED program and the diversity of those who take the GED Tests, photographs, expanded text, and informative captions have been included.

Those readers who are new to the *GED Annual Statistical Report* may appreciate a bit of guidance. The data contained in the following pages offer an opportunity to obtain specific information about those who take the GED Tests and the jurisdictions that administer those tests, and to compare that information across categories, jurisdictions, and even years. For example, if one wished to learn about people who took the GED Tests in Alaska, one could proceed to Tables 1-9 or Table 11, and consult the alphabetical jurisdictional listings. One then could compare the Alaska listing with information provided for other states, territories, and jurisdictions. Each table is arranged to provide data within an umbrella topic. Table 1 deals with the number of people tested, breaking down the jurisdictional totals into several columnar categories, including the number of people who completed all tests for the first time, those who were retested from prior years, and the number who met GED score requirements. To identify percent changes in the number tested since 1992, for example, the number reported in Table 1 of the 1993 report may be compared to data in Table 1 of the *GED 1992 Statistical Report*. As with most other tables, Table 1 also highlights subtotals and program totals. Subtotals are provided for U.S. and Territories, Canada, and the GED Testing Service. These subtotals are then summed up in the Program Total category. Tables 10 and 11 are the only tables that do not use the listing of jurisdictions as their primary format. Table 10 uses cumulative and consecutive years to highlight comparative data, while Table 11 is organized around mimimum test score requirements.

Veteran users of the Annual Statistical Report are aware of its great value in profiling GED candidates. It is more than simply an aggregate count. For example, Tables 2 and 3 provide the percent of people tested and the percent of credentials issued within age groups. Tables 4 and 5 document the increasing use of special test editions and testing accommodations. Tables 6 and 7 describe candidates' education, in terms of both background and future plans. Table 8 reports credentials issued over time and Table 9 compares these data with the total population of adults without high school diplomas. Table 10 documents the trends in GED testing from 1949-93, while Tables 11 and 12 look at the issue of GED score requirements.

As a final note, in this report, the terms GED examinee and GED candidate refer to people who have taken at least one of the GED Tests. The term GED graduate refers to people who have earned high school credentials based on passing the GED Tests.

1993 Statistical Report Highlights

Trends in GED test-taking

The number of adults who took the GED Tests in 1993 was 790,165, nearly the same as in 1992 (790,565). The 1993 volume of testing generally represents a continuation of the levels in total testing volume noted in 1992 and a decline of about 2 percent since 1991, when levels reached the second highest in the program's history. (Table 10) Other notable findings include:

- In the U.S., five jurisdictions reported increases in testing of 10 percent or more: District of Columbia (15 percent), Kansas (12 percent), Georgia (12 percent), Wisconsin (12 percent), and Vermont (10 percent). In Canada, two of the ten participating jurisdictions reported substantial increases in testing: the Yukon Territory (107 percent) and the Northwest Territories (29 percent).
- In Canada, the total number of persons taking the GED Tests declined by 10 percent in 1993 to 20,547, a drop of nearly 2,400. Most of this difference was accounted for by substantial declines in three jurisdictions: Manitoba (53 percent), Saskatchewan (16 percent), and Alberta (13 percent). In the U.S., declines in the number tested were reported by North Dakota (14 percent), Nebraska (14 percent), Minnesota (13 percent), and Ohio (12 percent).
- In 1993, 488,838 people met GED score requirements, 71 percent of the total number tested. (Table 1)
- Nearly 9.5 million persons have earned GED credentials since 1971, when jurisdictions began reporting this information. (Table 10) It is estimated that GED credentials account for about one in seven of all high school credentials awarded in the U.S. each year.

Brough Schamp

More than four in five candidates (84 percent) study in some way before taking the GED Tests. Of those who study, most (54 percent) study on their own, take the GED Practice Tests, or use some other method. Nearly half (46 percent) attend GED review classes or learning centers.

Special editions and special testing accommodations

The number of persons with disabilities served by the GED testing program continued the generally upward trend noted during the past five years.

- Requests for testing accommodations based on specific learning disabilities (SLD) increased by 58 percent since 1992. (Table 5)
- The number of persons taking special editions of the GED Tests—audiocassette, Braille, and large print—increased by 6 percent. (Table 4)
- The total number of special accommodations to standard testing conditions for persons with documented disabilities increased by 26 percent over the number reported the previous year. (Table 5)

Herb Weitman, Washington University

Age, formal schooling, and academic goals

As in previous years, the highest grade candidates completed before leaving school was, on average, 10th grade. (Tables 6 and 10)

- In 1993, the average age of GED candidates in the U.S. and Territories was 26, and in Canada, 31. (Table 2)
- More than 450,000 candidates planned further study beyond the high school level. This number represented three in five (60 percent) of all candidates tested in 1993, about the same proportion as in 1992 (61 percent). (Tables 7 and 10)

TABLE I
Testing Volumes

Jurisdiction	Number of People Tested	Completed Battery 1st Time	Retested from Prior Years	Completed Part of Battery	Met Score Requirements Number	Met Score Requirements Percent[1]
Alabama	13,137[2]	10,373	2,710	54	7,946	60.7
Alaska	2,588	1,675	124	789	1,541	85.7
Arizona	14,355	11,963	880	1,512	9,799	76.3
Arkansas	8,573	7,584	989	0	6,945	81.0
California	60,346	45,117	3,273	11,956	38,825	80.2
Colorado	10,692	1,219	6,031	3,442	6,923	95.5
Connecticut	7,784	5,980	1,302	502	4,887	67.1
Delaware	1,537	1,253	272	12	1,103	72.3
District of Columbia	1,812	1,517	278	17	830	46.2
Florida	43,610[2]	42,261	95	1,254	30,280	71.5
Georgia	27,184[2]	19,468	3,241	4,475	15,519	68.3
Hawaii	2,266[2]	1,762	364	140	1,406	66.1
Idaho	4,476	2,653	63	1,760	2,534	93.3
Illinois	29,824	20,847	5,668	3,309	17,229	65.0
Indiana	15,587	14,911	490	186	11,882	77.2
Iowa	7,817	4,360	623	2,834	4,447	89.2
Kansas	9,287	6,032	949	2,306	5,748	82.3
Kentucky	20,334	14,632	3,742	1,960	11,671	63.5
Louisiana	9,677	8,618	1,025	34	7,959	82.5
Maine	3,800	2,716	164	920	2,560	88.9
Maryland	10,851	6,901	3,467	483	5,396	52.0
Massachusetts	17,102	11,457	2,383	3,262	10,202	73.7
Michigan	31,493	19,109	3,924	8,460	14,977	65.0
Minnesota	9,238	5,776	576	2,886	6,152	96.9
Mississippi	10,395	8,101	1,869	425	6,562	65.8
Missouri	11,275	8,506	1,159	1,610	7,760	80.3
Montana	2,840	2,116	268	456	1,857	77.9
Nebraska	4,089	2,613	96	1,380	2,547	94.0
Nevada	4,486	4,175	160	151	3,389	78.2
New Hampshire	2,841	2,291	231	319	2,046	81.1
New Jersey	19,701	13,615	4,630	1,456	9,888	54.2
New Mexico	8,099	5,435	770	1,894	4,688	75.6
New York	54,881	39,744	13,650	1,487	29,849	55.9
North Carolina	16,760	13,419	1,146	2,195	12,544	86.1
North Dakota	1,245	698	72	475	692	89.9
Ohio	22,080	18,981	2,654	445	17,191	79.5
Oklahoma	10,126	9,961	153	12	6,664	65.9
Oregon	12,272	7,881	1,025	3,366	7,915	88.9
Pennsylvania	26,227	20,196	3,969	2,062	17,556	72.7
Rhode Island	5,870	3,232	604	2,034	2,852	74.3
South Carolina	8,142	6,912	1,121	109	5,374	66.9
South Dakota	2,123	1,107	158	858	1,043	82.5
Tennessee	18,977	15,179	3,467	331	11,380	61.0
Texas	77,708[3]	51,951	8,309	17,448	45,615	75.7
Utah	5,117	3,783	929	405	3,758	79.8
Vermont	2,025	1,289	85	651	1,374	100.0
Virginia	16,316[2]	12,096	4,220	0	9,345	57.3
Washington	17,231	11,247	779	5,205	10,065	83.7
West Virginia	7,159	4,899	1,446	814	4,045	63.8
Wisconsin	12,433[2]	5,482	1,073	5,878	4,725	72.1
Wyoming	1,763	1,234	80	449	1,164	88.6

1. This percentage is based on the number of people who met their jurisdiction's score requirements divided by the number completing the entire battery, for the first time or by retesting from prior years.
2. This number includes high school students who participated in special pilot GED programs for in-school youth.
3. For all tables in this report, the number of persons counted for Micronesia includes data from The Commonwealth of the Northern Mariana Islands, Republic of the Marshall Islands, Republic of Palau, Kwajalein, and The Federated States of Micronesia (which include Pohnpei, Kosrae, Truk, Yap, and The State of Chuuk). Please note: Micronesia is an independent country.
4. For all tables in this report, the number of persons counted for Canadian military were persons tested on military bases in Ontario and Quebec.

Note: The percent change since 1992 is calculated by subtracting the number reported for 1992 from the number reported for 1993; then dividing the difference by the number reported for 1992.

Jurisdiction	Number of People Tested	Completed Battery 1st Time	Retested from Prior Years	Completed Part of Battery	Met Score Requirements Number	Met Score Requirements Percent[1]
American Samoa	30	27	3	0	16	53.3
Panama Canal Area			Not Reported			
Guam	182	113	34	35	104	70.7
Micronesia[2]	215	123	49	43	74	43.0
Puerto Rico	10,474	7,747	2,460	267	6,880	67.4
Virgin Islands	193	190	0	3	115	60.5
USA+Territories	**756,645**	**552,527**	**99,302**	**104,816**	**465,838**	**71.5**
Alberta	3,462	3,002	395	65	2,354	69.3
British Columbia	5,170	4,621	435	114	3,591	71.0
Manitoba	1,043	821	155	67	607	62.2
New Brunswick	2,028	1,598	394	36	1,217	61.1
Newfoundland	1,096	884	179	33	743	69.9
Northwest Territories	178	147	18	13	123	74.5
Nova Scotia	4,251	3,574	592	85	2,428	58.3
Prince Edward Island	266	243	20	3	171	65.0
Saskatchewan	2,672	2,128	476	68	1,677	64.4
Yukon Territory	114	104	10	0	81	71.1
Canadian Military[4]	267	262	3	2	244	92.1
Canada	**20,547**	**17,384**	**2,677**	**486**	**13,236**	**66.0**
Federal Correctional Inst.	7,222	6,390	693	139	5,572	78.7
Michigan Prisons	1,872	1,487	173	212	1,393	83.9
Foreign Nat'ls. Overseas	955	828	114	13	518	55.0
U.S. Civilians Overseas	573	538	18	17	471	84.7
U.S. Military Overseas	236	219	14	3	230	98.7
VA Hospitals	207	178	9	20	146	78.1
CONUS Military	1,908	1,644	161	103	1,434	79.4
GED Testing Service	**12,973**	**11,284**	**1,182**	**507**	**9,764**	**78.3**
Program Total	**790,165**	**581,195**	**103,161**	**105,809**	**488,838**	**71.4**

TABLE 1

Testing Volumes

- ★ In the U.S. and Territories, 72 percent of GED candidates met score requirements for high school credentials; in Canada, 66 percent did so.
- ★ Three in four (74 percent) candidates completed all five tests in 1993.
- ★ An additional one in eight (13 percent) completed the entire battery by retesting from prior years.

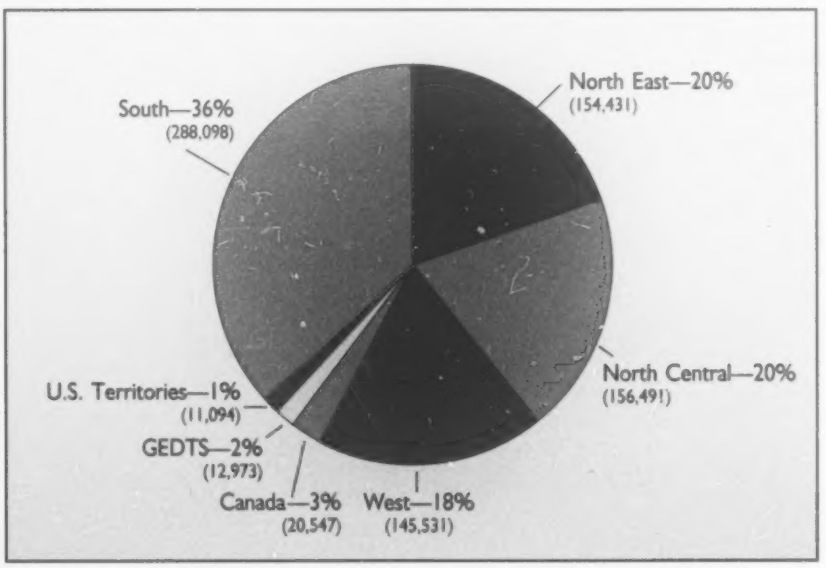


FIGURE 1

Percent (and Number) of People Who Took the GED Tests in 1993, by Region

Source: GED Testing Service, American Council on Education

TABLE 2

Percent of People Tested, by Age Group

Jurisdiction	Number of People Tested	AGE GROUPS -16	17	18	19	20-24	25-29	30-34	35-39	40-49	50-59	60+	Average Age
Alabama	13,137	0.3	2.8	12.1	15.4	30.4	12.9	9.3	7.0	6.7	2.6	0.5	25.8
Alaska	2,588	4.9	10.4	14.8	11.4	24.6	11.9	9.4	6.1	4.3	1.9	0.2	24.2
Arizona	14,355	6.5	9.0	12.2	9.4	26.7	13.8	9.5	5.7	5.0	1.8	0.4	24.6
Arkansas	8,573	0.5	15.9	15.6	8.0	20.9	10.9	9.5	7.0	7.6	3.2	0.9	25.8
California	60,346	0.0	6.1	13.9	9.9	28.4	16.2	11.9	6.8	5.3	1.3	0.3	25.4
Colorado	10,692	0.6	14.8	14.0	10.5	25.1	12.4	9.6	6.0	5.0	1.7	0.4	24.5
Connecticut	7,784	0.2	4.4	8.6	9.4	28.3	17.4	13.5	8.0	7.1	2.5	0.5	27.0
Delaware	1,537	1.6	10.0	10.8	10.5	29.0	13.2	9.3	5.9	6.1	2.6	1.0	25.6
Dist. of Columbia	1,812	1.1	3.1	11.0	10.4	37.1	14.1	9.8	6.3	5.4	1.5	0.2	25.2
Florida	43,610	1.5	6.7	12.6	12.7	29.1	12.5	8.9	6.1	6.5	2.6	0.8	25.5
Georgia	27,184	0.9	3.9	14.0	10.4	27.7	13.6	10.1	7.4	9.0	2.2	0.7	26.5
Hawaii	2,266	0.2	14.7	17.4	10.7	25.1	10.6	8.2	5.7	6.1	1.3	0.1	24.1
Idaho	4,476	5.3	12.2	13.6	9.6	23.2	11.8	10.6	6.2	5.3	2.0	0.4	24.6
Illinois	29,824	0.2	2.8	10.2	11.4	31.6	14.1	11.2	7.6	7.3	2.7	0.9	26.7
Indiana	15,587	0.2	2.6	6.9	10.9	34.5	14.2	11.1	7.8	7.7	3.3	0.9	27.2
Iowa	7,817	1.1	13.1	12.9	9.7	25.2	12.2	10.8	6.8	5.3	2.2	0.8	25.2
Kansas	9,287	4.6	9.7	15.5	11.0	23.2	12.8	10.2	5.8	4.8	1.7	0.6	24.6
Kentucky	20,334	1.0	5.8	10.4	8.9	24.1	14.1	12.7	8.9	9.2	4.2	0.9	27.9
Louisiana	9,677	1.3	18.2	16.2	11.4	22.5	9.3	8.4	5.5	5.1	1.5	0.4	23.8
Maine	3,800	0.0	5.8	15.0	10.0	24.0	14.4	10.0	7.1	7.7	4.9	1.1	27.2
Maryland	10,851	1.1	6.3	10.0	9.4	28.5	15.8	11.0	7.5	6.7	2.9	0.6	26.5
Massachusetts	17,102	1.6	5.4	8.4	8.7	28.9	17.1	12.6	8.5	6.1	2.3	0.5	26.6
Michigan	31,493	0.4	3.3	16.2	12.9	28.8	13.6	10.3	6.5	5.3	2.0	0.6	25.3
Minnesota	9,238	0.2	6.7	11.2	14.2	31.0	13.9	9.6	5.7	4.1	2.2	1.3	25.3
Mississippi	10,395	0.4	12.4	16.1	12.5	23.3	10.4	9.2	7.0	6.3	2.1	0.5	24.9
Missouri	11,275	4.3	10.4	12.7	10.4	26.1	11.8	9.4	6.3	5.9	2.0	0.6	25.0
Montana	2,840	0.0	9.0	19.6	13.9	25.3	9.8	9.4	5.1	5.4	2.0	0.5	24.4
Nebraska	4,089	3.5	9.6	13.5	12.1	27.7	10.5	9.4	5.6	5.2	2.2	0.7	24.7
Nevada	4,486	0.0	16.1	15.3	10.2	23.6	11.9	9.3	5.8	5.3	1.9	0.7	24.6
New Hampshire	2,841	1.2	4.6	10.3	8.5	25.3	16.5	12.1	9.8	8.3	3.0	0.4	27.4
New Jersey	19,701	0.6	3.2	9.0	10.3	33.1	16.0	10.9	6.8	7.1	2.5	0.6	26.5
New Mexico	8,099	0.5	14.4	16.7	11.7	23.4	11.0	9.0	5.8	5.1	2.0	0.5	24.4
New York	54,881	2.0	7.2	10.0	10.4	26.4	15.5	11.8	7.5	6.8	2.0	0.4	26.1
North Carolina	16,760	5.0	9.2	11.3	8.4	24.1	12.0	10.0	7.4	8.7	3.2	0.8	26.4
North Dakota	1,245	0.0	5.0	13.6	14.1	27.7	10.7	10.9	5.3	7.7	3.8	1.2	26.5
Ohio	22,080	1.2	4.3	7.7	10.0	26.4	15.1	13.4	9.4	8.8	3.1	0.6	27.7
Oklahoma	10,126	0.0	3.0	10.1	11.5	28.1	14.1	13.2	9.4	7.4	2.6	0.6	27.1
Oregon	12,272	3.7	10.9	13.7	10.5	24.0	12.0	10.4	6.7	5.6	2.2	0.4	25.0
Pennsylvania	26,227	5.5	11.5	11.2	7.9	24.3	12.9	10.2	6.5	6.8	2.4	0.8	25.6
Rhode Island	5,870	0.4	4.1	10.4	12.4	35.2	14.2	10.2	6.3	4.8	1.6	0.3	25.2
South Carolina	8,142	1.8	12.3	11.4	10.4	25.2	11.3	9.5	7.1	7.9	2.9	0.4	25.8
South Dakota	2,123	0.0	12.7	11.9	11.3	30.8	11.4	7.8	4.8	5.5	2.5	1.3	25.0
Tennessee	18,977	0.0	8.5	15.4	9.8	23.8	12.1	10.0	7.6	8.5	3.4	0.8	26.6
Texas	77,708	3.4	12.5	14.6	11.5	22.2	11.2	9.3	6.3	6.3	2.2	0.5	24.8
Utah	5,117	1.7	9.6	19.7	15.2	27.7	10.0	6.9	3.4	2.8	1.0	1.8	23.3
Vermont	2,025	4.7	13.9	13.6	9.6	25.7	9.2	7.4	5.4	5.1	3.8	1.5	25.0
Virginia[1]	16,316	0.0	6.1	13.1	10.1	26.0	14.1	11.5	7.7	8.0	2.8	0.7	26.7
Washington	17,231	4.5	9.6	10.8	10.2	28.2	13.6	10.2	5.8	4.4	1.6	1.0	24.8
West Virginia	7,159	0.4	5.0	12.8	10.4	25.8	13.9	12.5	8.8	7.9	1.9	0.4	26.6
Wisconsin	12,433	0.0	8.9	12.9	12.4	29.1	14.1	10.1	6.0	4.8	1.4	0.4	24.8
Wyoming	1,763	0.2	6.0	14.1	11.3	24.5	12.2	13.7	8.0	6.9	2.6	0.5	26.4

1. Virginia reported 1,878 persons tested ages 40 and older. For age groups 40-49, 50-59, and 60+, percents were estimated by distributing this number in accordance with national percentages.
2. Percentages reported for the categories USA & Territories, Canada, GEDTS and Program Total are calculated by dividing the total number of persons in the age group by the total number of persons in the category.

TABLE 2

Percent of People Tested, by Age Group

Jurisdiction	Number of People Tested	AGE GROUPS -16	17	18	19	20-24	25-29	30-34	35-39	40-49	50-59	60+	Average Age
American Samoa	30	3.3	6.7	16.7	26.7	33.3	0.0	13.3	0.0	0.0	0.0	0.0	21.1
Panama Canal Area						Not Reported							
Guam	182	0.5	6.0	13.2	20.9	39.6	9.9	4.9	4.4	0.5	0.0	0.0	22.0
Micronesia	215	3.3	5.3	11.0	11.5	34.4	16.3	4.3	8.1	3.8	1.9	0.0	24.3
Puerto Rico	10,474	0.0	0.0	18.7	11.8	27.9	14.2	10.1	9.1	5.9	1.9	0.5	25.9
Virgin Islands	193	0.0	14.0	6.7	7.8	25.9	11.9	11.4	9.3	10.9	1.6	0.5	27.1
US+Territories[2]	**756,645**	**1.7**	**7.7**	**12.5**	**10.7**	**26.8**	**13.5**	**10.6**	**7.0**	**6.5**	**2.3**	**0.6**	**25.8**
Alberta	3,462	0.1	0.5	3.6	7.1	27.0	17.4	17.9	12.6	11.5	2.1	0.1	29.4
British Columbia	5,170	0.0	0.0	0.4	9.4	29.3	17.5	16.6	11.7	12.4	2.4	0.3	29.6
Manitoba	1,043	0.0	0.0	0.0	0.2	3.9	4.4	25.1	26.4	31.4	8.2	0.3	38.6
New Brunswick	2,028	0.0	0.0	0.0	4.1	22.8	15.5	18.1	15.9	19.8	3.6	0.3	32.5
Newfoundland	1,096	0.0	0.0	0.0	4.7	38.5	19.4	11.8	10.4	12.8	1.9	0.5	29.0
Northwest Terr.	178	0.0	0.0	6.5	5.6	23.4	27.4	20.2	7.3	8.9	0.8	0.0	28.3
Nova Scotia	4,251	0.0	0.0	0.9	5.4	26.9	16.7	18.6	13.4	15.1	2.9	0.2	30.8
Prince Edward Is.	266	0.0	0.0	4.4	6.0	17.5	17.5	15.1	14.3	20.3	4.4	0.4	32.2
Saskatchewan	2,672	0.0	0.1	1.0	6.0	25.1	18.7	18.2	13.2	14.1	3.1	0.4	30.8
Yukon Territory	114	0.9	0.0	1.8	7.0	31.6	22.8	15.8	9.6	8.8	0.9	0.9	28.2
Canadian Military	267	0.0	0.0	0.0	2.2	5.2	13.9	28.1	18.7	24.0	7.9	0.0	36.3
Canada[2]	**20,547**	**0.0**	**0.1**	**1.1**	**6.3**	**26.0**	**16.8**	**17.9**	**13.6**	**14.9**	**3.0**	**0.3**	**30.8**
Federal Corr. Inst.	7,222	0.0	0.0	0.2	1.1	18.8	21.4	19.7	16.1	16.3	5.3	1.1	33.2
Michigan Prisons	1,872	0.1	0.5	2.9	4.9	38.6	23.2	15.7	7.4	5.1	1.3	0.4	27.1
For. Nat'ls. Overseas	955	2.6	8.2	12.6	10.9	32.7	15.1	8.6	5.2	3.7	0.5	0.0	23.9
U.S. Civil's. Overseas	573	2.8	7.5	12.7	10.8	30.7	17.8	8.0	7.2	2.1	0.3	0.0	23.8
U.S. Milit'y Overseas	236	0.0	0.0	0.8	11.0	69.5	10.6	5.5	1.7	0.8	0.0	0.0	22.9
VA Hospitals	207	0.0	0.0	0.0	0.0	1.4	1.0	18.4	21.3	44.9	12	1.4	41.6
CONUS Military	1,908	0.0	0.5	4.4	8.6	48.5	12.1	11.8	8.2	5.4	0.6	0.0	25.7
GEDTS[2]	**12,973**	**0.3**	**1.1**	**2.6**	**4.1**	**28.2**	**19.2**	**16.4**	**12.3**	**11.7**	**3.4**	**0.7**	**30.0**
Program Total[2]	**790,165**	**1.6**	**7.4**	**12.1**	**10.5**	**26.8**	**13.7**	**10.8**	**7.2**	**6.8**	**2.3**	**0.6**	**26.0**

★ Most GED candidates in the U.S. and Territories (73 percent) are under the age of 30.

★ Most GED candidates in Canada (75 percent) are in their twenties or thirties.

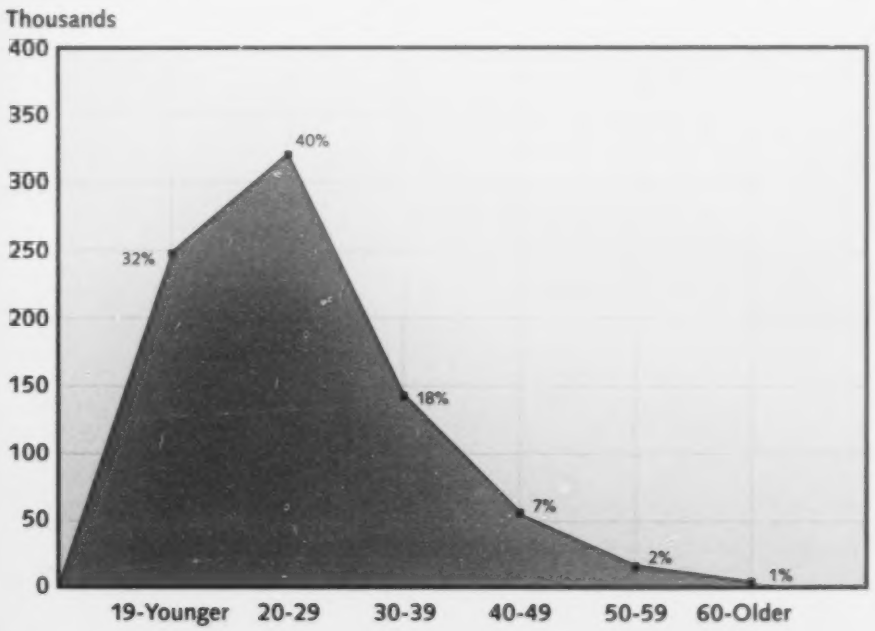


FIGURE 2

Number of People Who Took the GED Tests in 1993, by Age Group

Note: Percents are rounded to whole numbers.

Source: GED Testing Service, American Council on Education

TABLE 3

Number of Credentials Issued and Percents by Age Group

Jurisdiction	Credentials Issued[1]	AGE GROUPS -16	17	18	19	20-24	25-29	30-34	35-39	40-49	50-59	60+	Average Age
Alabama	7,946	0.3	2.8	12.1	15.4	30.4	12.9	9.3	7.0	6.7	2.6	0.5	25.8
Alaska	1,389	Not Reported											
Arizona	9,799	7.5	8.7	12.5	9.4	26.0	13.3	9.7	5.8	4.9	1.8	0.3	24.5
Arkansas	6,945	0.6	15.9	16.1	8.1	20.7	10.8	9.4	6.8	7.5	3.2	1.0	25.8
California	38,825	0.0	6.8	14.0	9.4	28.4	16.2	11.6	6.7	5.3	1.4	0.3	25.4
Colorado	6,923	0.6	15.8	14.4	10.7	25.5	11.9	8.9	5.6	4.6	1.6	0.3	24.1
Connecticut	4,887	0.2	5.3	9.8	9.9	27.2	16.5	13.4	8.2	6.8	2.2	0.5	26.7
Delaware	1,103	2.0	12.8	10.0	12.5	26.0	12.1	9.2	5.8	5.4	3.1	1.1	25.4
Dist.of Columbia	840	1.5	4.2	12.7	11.3	38.5	13.6	8.7	4.6	4.0	0.6	0.2	24.1
Florida	30,280	1.6	7.1	12.8	12.7	29.0	12.1	8.7	6.2	6.5	2.6	0.8	25.5
Georgia	17,894	2.0	3.8	15.1	12.4	28.9	12.6	8.9	6.8	6.8	2.2	0.4	25.5
Hawaii	1,376	0.1	15.6	18.4	11.6	24.9	8.7	8.6	5.8	4.6	1.5	0.1	23.7
Idaho	1,031	1.6	4.7	8.0	13.5	28.2	11.9	12.3	8.7	7.6	2.8	0.8	26.8
Illinois	14,657	Not Reported											
Indiana	11,882	0.2	2.9	7.3	11.1	34.0	14.1	10.5	8.0	7.8	3.3	0.9	27.1
Iowa	5,061	0.4	0.6	22.1	9.3	25.1	18.7	9.1	7.5	5.0	1.8	0.5	25.5
Kansas	5,952	1.4	6.3	12.5	14.1	28.1	12.8	10.1	6.5	5.7	1.9	0.5	25.2
Kentucky	11,671	1.7	10.8	11.2	7.8	21.7	13.9	12.5	8.2	7.9	3.6	0.7	27.0
Louisiana	7,959	1.5	21.9	15.4	11.3	20.7	9.1	8.0	5.3	4.7	1.4	0.5	23.5
Maine	2,560	Not Reported											
Maryland	5,396	1.4	7.6	11.5	9.8	29.4	15.5	9.7	6.7	5.8	2.2	0.4	25.5
Massachusetts	11,528	0.3	3.0	7.2	8.8	30.7	16.7	12.2	9.1	8.5	2.9	0.7	27.7
Michigan	15,396	0.0	0.0	7.5	13.6	36.8	15.9	10.7	7.4	5.7	1.9	0.5	26.1
Minnesota	6,156	0.2	5.9	10.8	15.6	31.9	12.8	9.4	5.6	4.6	2.3	0.9	25.1
Mississippi	6,562	0.4	14.0	16.6	12.0	22.8	10.0	8.7	7.0	6.2	1.8	0.5	24.7
Missouri	7,760	4.7	11.1	13.5	10.3	25.4	11.3	9.2	6.3	5.8	1.9	0.6	24.8
Montana[2]	1,857	0.0	9.3	21.5	14.8	24.6	8.9	8.3	4.8	5.4	2.0	0.4	24.0
Nebraska[2]	1,907	0.0	0.0	18.0	15.5	31.9	10.6	8.6	6.0	5.7	2.7	0.8	25.4
Nevada	3,439	Not Reported											
New Hampshire	2,046	1.2	5.0	11.0	8.6	25.5	15.9	12.1	9.2	7.9	3.1	0.4	27.2
New Jersey	9,888	0.7	3.5	8.7	11.7	31.7	16.0	11.3	7.4	6.4	2.2	0.5	26.3
New Mexico	6,337	0.0	5.9	24.2	21.1	24.3	8.2	6.6	4.3	3.7	1.4	0.3	23.0
New York	38,120	2.2	8.3	11.5	10.8	26.2	15.0	11.0	6.7	6.1	1.8	0.4	25.5
North Carolina	12,544	5.7	10.0	11.9	8.4	24.5	11.5	9.7	7.1	7.6	2.9	0.7	25.9
North Dakota[3]	742	0.0	7.5	16.3	13.5	28.4	10.6	6.7	5.8	7.7	2.7	0.7	24.1
Ohio	17,191	1.2	4.2	7.8	10.1	26.1	15.4	13.4	9.5	8.8	3.0	0.6	27.7
Oklahoma	6,664	0.0	2.9	10.2	11.4	28.1	13.9	13.3	9.3	7.4	2.8	0.6	27.2
Oregon	7,915	3.5	11.2	14.2	11.4	23.8	11.2	9.8	6.8	5.7	2.0	0.4	24.8
Pennsylvania[2]	17,556	5.7	11.8	11.8	7.9	23.9	12.3	10.0	6.5	6.8	2.5	0.7	25.5
Rhode Island	2,852	Not Reported											
South Carolina	5,374	2.0	13.4	12.0	10.5	24.7	11.6	9.3	6.7	7.1	2.4	0.3	25.3
South Dakota	1,043	0.0	12.7	11.9	11.3	30.9	11.5	7.7	4.7	5.5	2.5	1.3	25.0
Tennessee	11,380	0.0	9.4	16.0	9.9	23.6	11.9	9.6	7.5	8.3	3.1	0.6	26.2
Texas	47,628	2.5	11.8	13.5	10.9	24.9	11.6	9.6	6.6	6.0	2.3	0.4	25.0
Utah	981	0.0	1.8	16.2	13.0	30.7	13.3	12.1	6.1	4.9	1.8	0.3	25.3
Vermont	1,374	5.3	18.0	17.2	9.9	26.0	6.6	4.7	3.6	4.3	3.1	1.4	23.5
Virginia[3]	9,345	0.0	7.3	14.5	10.0	26.3	13.7	10.6	7.4	7.2	2.5	0.6	26.1
Washington	10,430	4.8	9.5	11.2	12.4	28.7	12.3	9.3	5.6	4.4	1.5	0.3	24.2
West Virginia	4,437	0.7	6.3	14.2	9.8	23.7	13.8	12.3	8.3	8.2	2.1	0.6	26.5
Wisconsin	4,725	Not Reported											
Wyoming	1,228	0.2	7.9	17.0	10.1	21.5	12.8	12.7	8.2	7.3	2.1	0.2	26.1

1. In many states, the issuance of credentials is a two-stage process. First, candidates must attain scores on the GED Tests which meet their jurisdiction's requirements for a high school credential (see Tables 11 and 12). Second, they must submit an application to their jurisdiction — in some cases with an additional fee — in order to receive their credentials. Issuance of credentials may be delayed or denied if the jurisdiction's administrative or other requirements are not met, or if the jurisdiction experiences severe back logs in processing applications. Thus, persons who meet GED score requirements in a given year may not receive their high school credentials in the same year. And some may choose not to apply for them.
2. This jurisdiction's total may be underreported because it excludes credentials based on GED Tests awarded by high schools or local school districts.
3. For persons ages 40 and older, North Dakota reported 82 credentials issued and Virginia reported 961. For age groups 40-49, 50-59, and 60+, percents were estimated by distributing this number in accordance with national percentages.
4. The number of credentials issued in Nova Scotia includes those awarded to persons who took and passed the tests on Canadian military bases in Ontario and Quebec.

TABLE 3

Number of Credentials Issued and Percents by Age Group

Jurisdiction	Credentials Issued[1]	AGE GROUPS -16	17	18	19	20-24	25-29	30-34	35-39	40-49	50-59	60+	Average Age
American Samoa						Not Reported							
Panama Canal Area						Not Reported							
Guam						Not Reported							
Micronesia	183	0.0	19.2	11.9	12.4	47.5	9.0	0.0	0.0	0.0	0.0	0.0	20.3
Puerto Rico	6,880	0.0	0.0	19.6	12.3	27.8	14.7	9.9	8.0	5.6	1.6	0.5	25.5
Virgin Islands	115	0.0	3.5	7.8	9.6	28.7	17.4	10.4	9.6	12.2	0.9	0.0	27.3
US+Territories	**475,959**	**1.7**	**7.9**	**12.7**	**11.0**	**27.1**	**13.3**	**10.2**	**6.9**	**6.3**	**2.2**	**0.5**	**25.6**
Alberta	2,354	0.0	0.5	3.2	7.2	26.8	16.4	18.1	13.3	12.4	2.0	0.2	29.6
British Columbia	3,591	0.0	0.0	0.4	9.1	28.1	17.4	16.6	12.6	13.1	2.4	0.4	29.8
Manitoba	2,039	0.0	0.0	0.0	1.8	24.5	19.4	18.5	14.1	17.1	4.4	0.1	32.1
New Brunswick	1,217	0.0	0.0	0.0	4.8	24.2	14.1	17.9	16.4	19.5	2.9	0.2	32.2
Newfoundland	743	0.0	0.0	0.0	5.1	38.5	20.6	11.3	10.6	12.0	1.6	0.3	28.7
Northwest Terr.	123	0.0	0.0	6.5	5.6	23.4	27.4	20.2	7.3	8.9	0.8	0.0	28.3
Nova Scotia[4]	2,428					Not Reported							
Prince Edward Is.	171	0.0	0.0	5.9	4.1	21.3	14.8	17.8	13.6	17.2	4.7	0.6	31.6
Saskatchewan	1,677	0.0	0.1	0.9	5.1	23.7	19.1	18.1	14.1	15.1	3.5	0.3	31.3
Yukon Territory	81	1.2	0.0	2.5	6.2	25.9	25.9	18.5	9.9	7.4	1.2	1.2	28.6
Canada	**14,424**	**0.0**	**0.1**	**1.1**	**6.1**	**26.7**	**17.8**	**17.3**	**13.4**	**14.5**	**2.8**	**0.3**	**30.6**
Program Total	**490,383**	**1.7**	**7.7**	**12.4**	**10.9**	**27.0**	**13.5**	**10.4**	**7.1**	**6.6**	**2.2**	**0.5**	**25.7**

- ★ Most GED graduates in the U.S. and Territories (73 percent) are under the age of 30.
- ★ Most GED graduates in Canada (75 percent) are in their twenties or thirties.

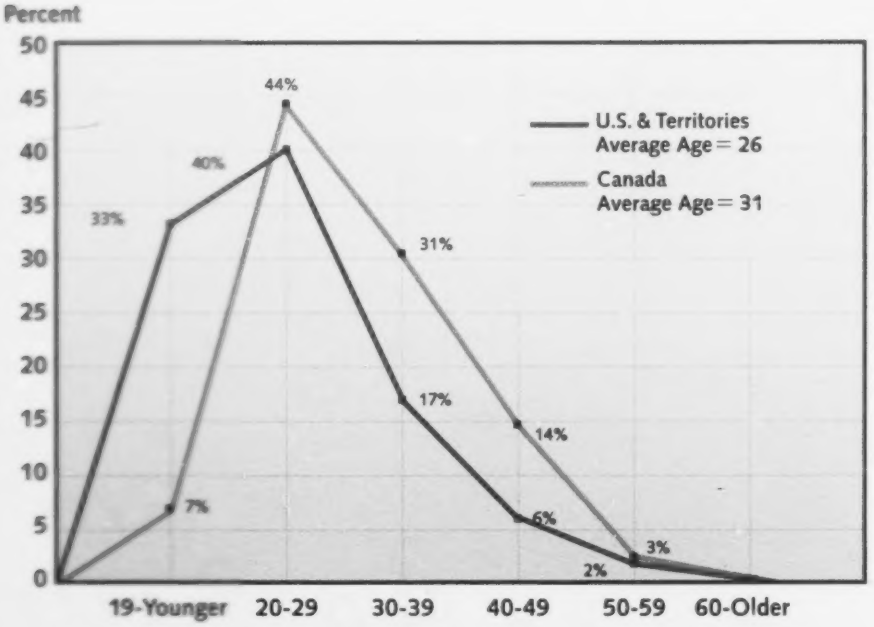


FIGURE 3

Percent of GED Credentials Issued in 1993 in U.S. and Territories and in Canada, by Age Group

Source: GED Testing Service, American Council on Education

TABLE 4

Number of People Tested, by Edition

Jurisdiction	Number Tested	LANGUAGE			SPECIAL EDITION		
		English	Spanish	French	Audio Cassette	Braille	Large Print
Alabama	13,137	13,132	0	0	4	0	1
Alaska	2,588	2,545	39	0	2	0	2
Arizona	14,355	13,243	946	1	14	0	151
Arkansas	8,573	8,542	31	0	0	0	0
California	60,346	54,748	5,545	3	38	2	10
Colorado	10,692	10,692	0	0	0	0	0
Connecticut	7,784	7,070	705	0	3	0	6
Delaware	1,537	1,527	9	0	0	0	1
District of Columbia	1,812	1,620	176	0	6	0	10
Florida	43,610	42,530	1,042	0	10	3	25
Georgia	27,184	27,080	75	3	1	0	25
Hawaii	2,266	2,266	0	0	0	0	0
Idaho	4,476	4,476	0	0	0	0	0
Illinois	29,824	28,180	1,579	0	17	1	47
Indiana	15,587	15,481	58	0	16	0	3
Iowa	7,817	7,788	12	0	5	0	12
Kansas	9,287	9,144	119	0	16	0	8
Kentucky	20,334	20,209	19	2	4	2	98
Louisiana	9,677	9,657	9	0	10	0	1
Maine	3,800	3,793	5	2	0	0	0
Maryland	10,851	10,760	47	0	19	1	24
Massachusetts	17,102	15,612	1,100	309	11	0	70
Michigan	31,493	31,343	126	0	8	0	16
Minnesota	9,238	9,212	14	1	2	1	8
Mississippi	10,395	10,374	8	0	6	0	7
Missouri	11,275	11,250	10	4	3	0	8
Montana	2,840	2,832	0	0	1	0	7
Nebraska	4,089	4,081	3	0	2	0	3
Nevada	4,486	4,429	57	0	0	0	0
New Hampshire	2,841	2,824	13	0	1	0	3
New Jersey	19,701	18,417	1,273	0	7	0	4
New Mexico	8,099	7,802	294	0	2	1	0
New York	54,881	49,038	5,143	603	87	1	9
North Carolina	16,760	16,726	16	0	8	0	10
North Dakota	1,245	1,237	1	0	0	4	3
Ohio	22,080	21,922	89	0	11	5	53
Oklahoma	10,126	9,972	38	0	52	5	59
Oregon	12,272	12,113	116	0	31	0	12
Pennsylvania	26,227	25,525	605	13	51	0	33
Rhode Island	5,870	5,456	398	14	1	0	1
South Carolina	8,142	8,103	0	0	2	1	3
South Dakota	2,123	2,121	0	0	0	0	2
Tennessee	18,977	18,887	7	0	45	0	38
Texas	77,708	75,264	2,355	0	41	2	46
Utah	5,117	5,082	29	0	0	0	6
Vermont	2,025	2,020	0	2	0	0	3
Virginia	16,316	16,101	114	0	26	1	74
Washington	17,231	16,863	275	1	20	0	72
West Virginia	7,159	7,105	1	0	6	2	45
Wisconsin	12,433	12,286	115	0	21	0	11
Wyoming	1,763	1,756	3	1	1	0	2

TABLE 4

Number of People Tested, by Edition

Jurisdiction	Number Tested	LANGUAGE			SPECIAL EDITION		
		English	Spanish	French	Audio Cassette	Braille	Large Print
American Samoa	30	30	0	0	0	0	0
Panama Canal Area			Not Reported				
Guam	182	182	0	0	0	0	0
Micronesia	215	215	0	0	0	0	0
Puerto Rico	10,474	697	9,777	0	0	0	0
Virgin Islands	193	190	3	0	0	0	0
USA+Territories	**756,645**	**721,550**	**32,399**	**959**	**611**	**32**	**1,094**
Alberta	3,462	3,458	0	3	0	0	1
British Columbia	5,170	5,157	0	9	3	0	1
Manitoba	1,043	1,034	0	9	0	0	0
New Brunswick	2,028	1,676	0	327	1	0	24
Newfoundland	1,096	1,095	0	0	0	0	1
Northwest Territories	178	178	0	0	0	0	0
Nova Scotia	4,251	4,243	0	4	0	0	4
Prince Edward Island	266	265	0	1	0	0	0
Saskatchewan	2,672	2,666	0	1	4	0	1
Yukon Territory	114	113	0	0	0	0	1
Canadian Military	267	263	0	4	0	0	0
Canada	**20,547**	**20,148**	**0**	**358**	**8**	**0**	**33**
Federal Correctional Inst.	7,222	5,071	2,145	4	1	1	0
Michigan Prisons	1,872	1,861	9	0	0	0	2
Foreign Nat'ls. Overseas	955	910	44	1	0	0	0
U.S. Civilians Overseas	573	485	87	0	0	1	0
U.S. Military Overseas	236	235	1	0	0	0	0
VA Hospitals	207	207	0	0	0	0	0
CONUS Military	1,908	1,905	1	0	1	1	0
GED Testing Service	**12,973**	**10,674**	**2,287**	**5**	**2**	**3**	**2**
Program Total	**790,165**	**752,372**	**34,686**	**1,322**	**621**	**35**	**1,129**

- ★ In 1993, nearly 1,800 persons took audiocassette, Braille, and large print editions of the GED Tests, a 6 percent increase in testing volume since 1992.
- ★ Increases were especially notable in the use of audiocassette (28 percent) and Braille (17 percent) editions of the tests.
- ★ English-language testing accounted for 95 percent of all GED Tests administered in 1993.

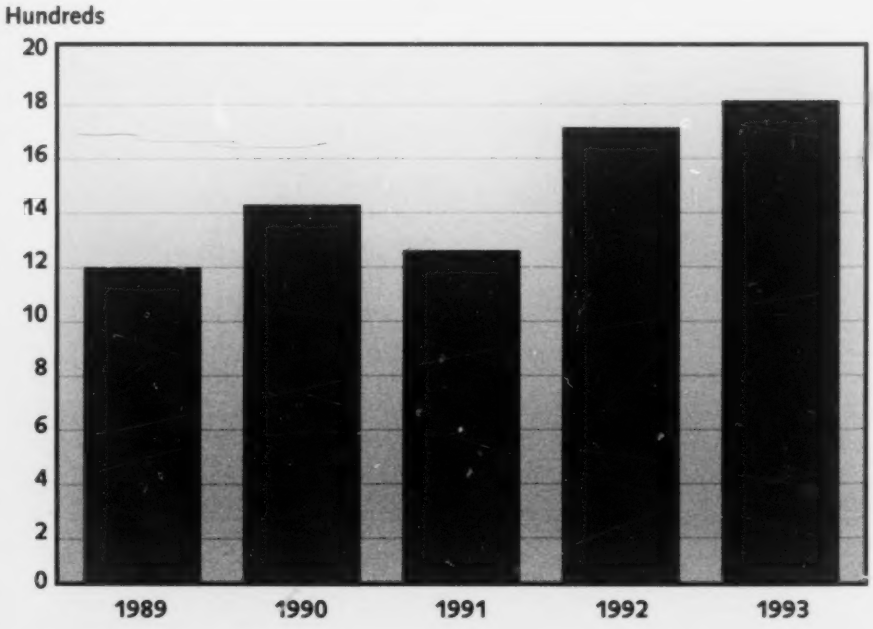


FIGURE 4

Number of People Who Took Special Editions of the GED Tests, 1989-1993

Note: Special editions include Audiocassette, Braille, and Large Print.

Source: GED Testing Service, American Council on Education

TABLE 5

Volume of Special Testing Accommodations for Candidates with Documented Disabilities

Jurisdiction	SPECIAL ACCOMMODATION[1] Time	Reading Device	Answer Marking	Other	Requests for SLD[2] Accommodations
Alabama	60	1	4	7	17
Alaska	9	1	2	1	2
Arizona	18	15	28	4	6
Arkansas	0	0	0	4	4
California	73	4	6	10	97
Colorado	17	2	1	3	0
Connecticut	29	0	5	40	12
Delaware	4	0	0	0	113
District of Columbia	5	0	0	1	4
Florida	108	0	34	96	39
Georgia	13	4	4	3	14
Hawaii	0	0	0	1	0
Idaho	2	0	0	0	2
Illinois	73	6	0	8	16
Indiana	30	3	14	56	20
Iowa	37	1	0	1	8
Kansas	24	6	7	8	27
Kentucky	30	16	2	12	21
Louisiana	25	12	4	14	17
Maine	4	0	3	0	5
Maryland	50	1	10	7	51
Massachusetts	41	1	7	3	30
Michigan	57	3	5	3	9
Minnesota	30	6	8	9	14
Mississippi	6	0	3	14	18
Missouri	20	0	6	20	7
Montana	5	2	1	4	2
Nebraska	8	0	1	2	7
Nevada	10	0	0	4	2
New Hampshire	6	1	3	6	10
New Jersey	25	0	4	19	0
New Mexico	22	1	2	1	12
New York	300	3	62	290	309
North Carolina	40	0	3	38	0
North Dakota	7	0	0	0	5
Ohio	5	4	5	52	13
Oklahoma	93	18	7	14	0
Oregon	118	0	24	70	0
Pennsylvania	25	0	7	23	25
Rhode Island	12	0	0	0	1
South Carolina	15	3	4	7	6
South Dakota	1	0	0	1	5
Tennessee	61	2	2	5	70
Texas	151	17	36	39	56
Utah	1	0	0	1	3
Vermont	4	0	1	0	0
Virginia	58	0	14	38	41
Washington	59	0	16	23	14
West Virginia	19	1	0	6	24
Wisconsin	77	10	5	20	117
Wyoming	10	1	4	13	20

1. Accommodations to standard testing conditions include: extended testing time; use of special reading or optical devices; alternative answer-recording methods and miscellaneous other adaptations to standard testing conditions. An examinee may be granted a combination of these adaptations as described in the GED Examiner's Manual.
2. These numbers represent requests to GEDTS for special accommodations based on specific learning disabilities (SLD).

Jurisdiction	SPECIAL ACCOMMODATION[1] Time	Reading Device	Answer Marking	Other	Requests for SLD[2] Accommodations
American Samoa	0	0	0	0	0
Panama Canal Area			Not Reported		
Guam	0	0	0	0	0
Micronesia	0	0	0	0	0
Puerto Rico	306	3	1	0	0
Virgin Islands	0	0	0	0	0
USA+Territories	**2,203**	**148**	**355**	**1,001**	**1,295**
Alberta	3	0	0	0	9
British Columbia	20	2	2	17	6
Manitoba	0	0	0	0	0
New Brunswick	7	0	1	0	3
Newfoundland	1	0	0	11	2
Northwest Territories	0	0	0	0	0
Nova Scotia	11	1	3	0	0
Prince Edward Island	0	0	0	0	0
Saskatchewan	20	0	0	0	10
Yukon Territory	1	0	0	0	0
Canadian Military	0	0	0	0	0
Canada	**63**	**3**	**6**	**28**	**30**
Federal Correctional Inst	0	0	0	0	5
Michigan Prisons	0	0	0	0	0
Foreign Nat'ls. Overseas	0	0	0	0	0
U.S. Civilians Overseas	0	0	0	0	0
U.S. Military Overseas	0	0	0	0	0
VA Hospitals	0	0	0	0	0
CONUS Military	0	0	0	0	0
GED Testing Service	**0**	**0**	**0**	**0**	**5**
Program Total	**2,266**	**151**	**361**	**1,029**	**1,330**

TABLE 5

Volume of Special Testing Accommodations for Candidates with Documented Disabilities

- ★ Requests for testing accommodations based on specific learning disabilities (SLD) increased by 58 percent since 1992.
- ★ The number of special accommodations to standard testing conditions increased by 26 percent over the number reported the previous year.
- ★ Increases were especially notable in answer marking (70 percent) and reading device (31 percent) accommodations.

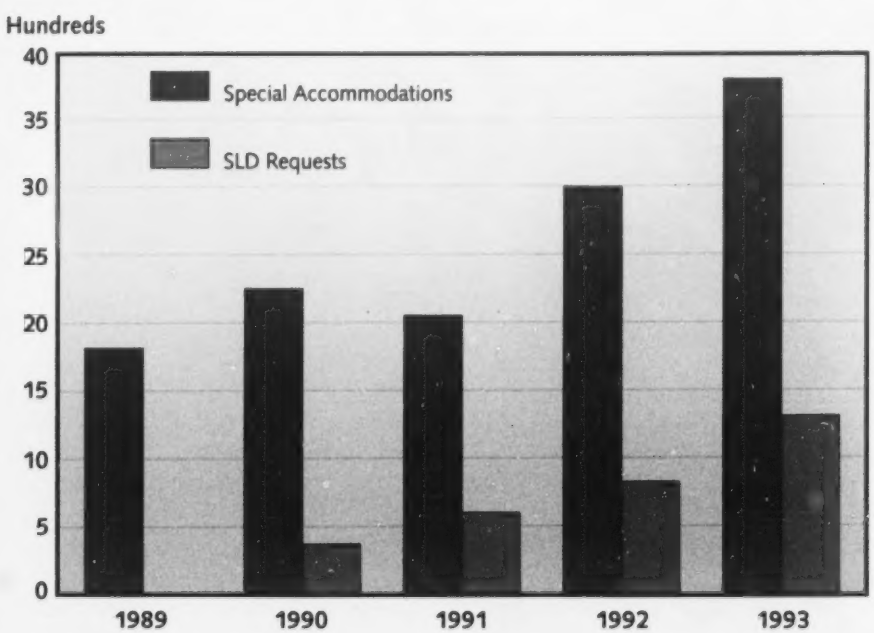


FIGURE 5

Number of Special Testing Accommodations (1989-1993) and Requests for SLD Accommodations (1990-1993)

Note: SLD is Specific Learning Disabilities

Source: GED Testing Service, American Council on Education

TABLE 6
Highest Grade Completed

Jurisdiction	PERCENTAGE OF PEOPLE COMPLETING GRADE							Average Grade
	6th	7th	8th	9th	10th	11th	12th	
Alabama	1.2	2.8	10.3	21.3	29.7	32.0	2.6	9.8
Alaska	1.6	1.4	8.7	17.4	30.9	35.9	4.0	10.0
Arizona	1.3	1.6	10.5	18.0	26.8	35.0	6.8	10.0
Arkansas	1.0	2.5	9.9	19.7	30.0	34.5	2.3	9.9
California	6.5	1.1	4.0	11.5	24.8	44.4	7.7	10.1
Colorado	2.9	1.1	4.8	16.0	28.5	35.1	11.6	10.2
Connecticut	0.9	1.4	9.9	23.4	29.6	30.4	4.3	9.9
Delaware	0.7	1.5	11.2	24.2	31.7	28.5	2.2	9.8
District of Columbia	1.7	1.9	7.9	19.7	32.7	35.0	1.2	9.9
Florida	0.7	1.6	8.4	19.8	29.6	33.8	6.1	10.0
Georgia	0.8	2.6	11.0	22.5	30.2	29.1	3.7	9.8
Hawaii	0.3	0.7	4.9	14.6	31.1	44.6	3.8	10.2
Idaho	1.5	1.9	8.8	19.7	30.9	33.6	3.7	9.9
Illinois	2.0	1.4	6.6	14.4	29.3	39.1	7.1	10.1
Indiana	0.0	1.2	9.6	21.9	33.3	31.3	2.6	9.9
Iowa	0.4	1.3	10.2	20.1	32.3	33.7	1.9	9.9
Kansas	1.0	1.5	0.0	20.2	34.2	39.5	3.5	10.2
Kentucky	1.0	3.2	15.2	24.2	29.5	25.7	1.3	9.6
Louisiana	0.9	3.0	12.4	24.0	30.7	27.5	1.6	9.7
Maine	0.6	1.7	15.2	25.1	29.9	25.3	2.1	9.7
Maryland	0.8	2.6	10.6	23.3	29.0	30.2	3.5	9.8
Massachusetts	2.3	3.4	12.4	23.1	28.1	25.8	4.8	9.7
Michigan	0.7	1.2	6.7	19.8	33.8	36.7	1.2	10.0
Minnesota	1.0	1.1	5.4	17.0	32.3	39.1	4.0	10.1
Mississippi	1.8	4.3	12.5	22.0	27.3	27.3	4.9	9.7
Missouri	2.5	1.2	8.6	19.7	33.4	32.9	1.7	9.9
Montana	0.4	1.6	10.3	19.3	31.4	35.4	1.5	9.9
Nebraska	0.7	1.0	7.6	20.5	31.6	34.4	4.1	10.0
Nevada	1.7	0.8	4.1	12.7	30.9	40.1	9.7	10.3
New Hampshire	0.4	1.7	14.4	24.6	30.6	25.6	2.8	9.7
New Jersey	1.0	1.1	5.7	15.7	32.3	33.1	11.0	10.2
New Mexico	1.6	1.8	8.8	22.2	32.3	30.8	2.4	9.8
New York	1.1	1.4	6.7	18.3	30.1	31.6	10.8	10.1
North Carolina	0.8	1.6	11.0	26.0	34.0	25.5	1.2	9.7
North Dakota	0.6	2.3	10.7	18.9	31.7	32.7	3.2	9.9
Ohio	1.0	1.3	8.4	19.9	31.3	35.8	2.3	10.0
Oklahoma	0.8	2.5	9.7	19.9	30.1	33.0	4.1	9.9
Oregon	1.5	1.5	8.6	20.6	33.0	32.1	2.8	9.9
Pennsylvania	2.0	1.5	8.7	21.4	32.3	30.5	3.5	9.9
Rhode Island	0.9	1.9	6.2	22.0	30.1	30.6	8.3	10.0
South Carolina	0.4	1.3	6.2	26.6	47.7	15.4	2.3	9.8
South Dakota	0.8	2.1	11.9	21.7	32.1	29.3	2.1	9.8
Tennessee	1.0	2.5	10.6	21.4	31.3	29.9	3.3	9.8
Texas	2.5	2.8	10.8	23.5	27.9	27.9	4.6	9.7
Utah	0.2	0.7	3.0	10.3	25.7	47.9	12.2	10.5
Vermont	0.0	0.0	14.5	20.3	29.7	26.8	8.7	9.9
Virginia	0.0	0.0	15.0	21.8	31.1	30.1	1.9	9.8
Washington	1.5	2.0	8.1	18.6	31.8	33.4	4.7	10.0
West Virginia	0.9	3.2	11.7	24.4	29.7	26.4	3.7	9.7
Wisconsin	0.0	1.6	5.1	15.2	30.7	43.4	4.0	10.2
Wyoming	0.7	1.7	8.2	16.9	30.3	38.7	3.4	10.0

TABLE 6
Highest Grade Completed

Jurisdiction	PERCENTAGE OF PEOPLE COMPLETING GRADE 6th	7th	8th	9th	10th	11th	12th	Average Grade
American Samoa	0.0	0.0	0.0	10.0	26.7	63.3	0.0	10.5
Panama Canal Area				Not Reported				
Guam	0.0	0.5	1.1	7.1	30.2	49.5	11.5	10.6
Micronesia	0.5	2.3	8.4	16.8	25.7	43.9	2.3	10.1
Puerto Rico	2.5	3.7	20.9	32.9	22.4	16.5	1.1	9.2
Virgin Islands	1.0	0.0	20.7	10.4	18.1	21.2	28.5	10.2
USA+Territories	**1.7**	**1.8**	**8.9**	**20.0**	**30.1**	**32.7**	**4.7**	**9.9**
Alberta	0.6	1.5	6.1	18.8	35.8	28.5	8.7	10.1
British Columbia	0.4	1.7	7.1	15.1	43.7	30.8	1.2	10.0
Manitoba	1.4	3.3	9.9	15.9	27.8	40.8	0.9	9.9
New Brunswick	1.1	4.7	10.7	21.0	30.2	25.2	7.2	9.8
Newfoundland	1.7	5.9	15.8	25.2	26.9	24.5	0.0	9.4
Northwest Territories	1.9	7.6	22.3	21.7	24.2	22.3	0.0	9.3
Nova Scotia	1.7	5.7	12.6	27.1	31.0	20.1	1.9	9.5
Prince Edward Island	3.0	4.2	10.9	23.0	35.8	23.0	0.0	9.5
Saskatchewan	1.5	2.8	12.1	22.7	36.6	21.8	2.5	9.7
Yukon Territory	0.0	0.0	12.8	18.3	34.9	32.1	1.8	9.9
Canadian Military	0.0	0.4	4.5	12.4	40.2	40.6	1.9	10.2
Canada	**1.1**	**3.3**	**10.0**	**20.6**	**35.3**	**26.5**	**3.2**	**9.8**
Federal Corr. Inst.	6.9	3.9	10.4	16.8	22.1	26.9	13.1	9.8
Michigan Prisons	0.8	2.1	9.7	21.6	33.8	29.5	2.4	9.8
Foreign Nat'ls. Overseas	1.8	2.2	2.7	7.0	16.1	34.3	35.8	10.8
U.S. Civilians Overseas	0.5	0.7	4.6	15.7	28.8	37.4	12.2	10.3
U.S. Military Overseas	0.0	0.9	1.3	8.5	21.8	49.6	17.9	10.7
VA Hospitals	2.9	2.9	12.1	20.3	31.4	28.0	2.4	9.7
CONUS Military	0.4	0.4	3.1	12.7	26.8	46.2	10.5	10.5
GED Testing Service	**4.1**	**2.7**	**8.2**	**16.0**	**24.6**	**31.8**	**12.6**	**10.0**
Program Total	**1.7**	**1.9**	**8.9**	**19.9**	**30.1**	**32.5**	**4.8**	**9.9**

★ About two in three candidates (67 percent) completed 10th grade or higher before leaving school.

★ More than one in three candidates (37 percent) completed 11th grade or higher.

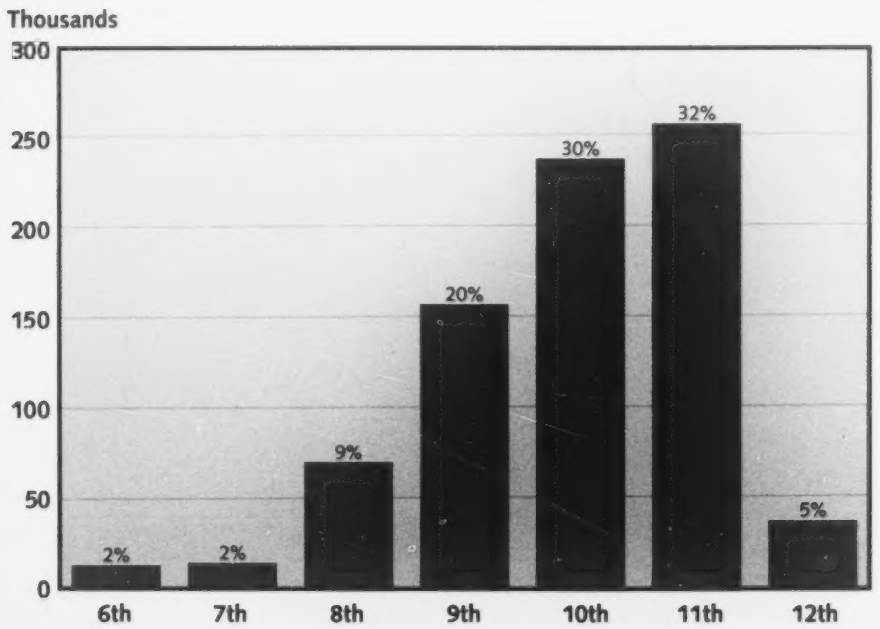


FIGURE 6
Number and Percent of People Who Took the GED Tests in 1993, by Highest Grade Completed

Source: GED Testing Service, American Council on Education

TABLE 7

Additional Data: People Tested, GED Testing Centers, Active Duty Military Personnel, and Examinees Planning Further Study

Jurisdiction	Number of People Tested	Number of Official GED Centers	Active Duty Military Personnel	Examinees Planning Further Study	
				Number	Percent
Alabama	13,137	52	0	N/A[1]	N/A
Alaska	2,588	32	22	1,389	53.7
Arizona	14,355	44	0	12,233	85.2
Arkansas	8,573	69	24	5,729	66.8
California	60,346	212	410	42,387	70.2
Colorado	10,692	39	15	6,638	62.1
Connecticut	7,784	27	26	2,768	35.6
Delaware	1,537	8	6	575	37.4
District of Columbia	1,812	1	16	1,430	78.9
Florida	43,610	71	93	35,355	81.1
Georgia	27,184	95	23	16,438	60.5
Hawaii	2,266	12	13	1,881	83.0
Idaho	4,476	10	9	3,060	68.4
Illinois	29,824	78	10	22,843	76.6
Indiana	15,587	80	0	N/A	N/A
Iowa	7,817	16	0	4,383	56.1
Kansas	9,287	41	23	6,921	74.5
Kentucky	20,334	55	0	764	3.8
Louisiana	9,677	51	5	7,845	81.1
Maine	3,800	91	1	2,181	57.4
Maryland	10,851	21	20	8,036	74.1
Massachusetts	17,102	34	211	11,660	68.2
Michigan	31,493	160	21	16,305	51.8
Minnesota	9,238	65	5	7,103	76.9
Mississippi	10,395	76	57	3,890	37.4
Missouri	11,275	25	8	N/A	N/A
Montana	2,840	21	6	2,421	85.2
Nebraska	4,089	45	4	2,934	71.8
Nevada	4,486	21	15	3,161	70.5
New Hampshire	2,841	25	6	1,988	70.0
New Jersey	19,701	31	137	10,843	55.0
New Mexico	8,099	27	29	5,802	71.6
New York	54,881	85	0	28,293	51.6
North Carolina	16,760	86	94	11,749	70.1
North Dakota	1,245	16	0	843	67.7
Ohio	22,080	80	0	1,551	7.0
Oklahoma	10,126	49	159	7,692	76.0
Oregon	12,272	42	286	8,605	70.1
Pennsylvania	26,227	84	38	6,504	24.8
Rhode Island	5,870	11	14	2,670	45.5
South Carolina	8,142	1	2	6,301	77.4
South Dakota	2,123	35	0	1,324	62.4
Tennessee	18,977	40	17	10,953	57.7
Texas	77,708	200	105	44,596	57.4
Utah	5,117	21	7	3,942	77.0
Vermont	2,025	14	11	1,416	69.9
Virginia	16,316	54	510	12,098	74.1
Washington	17,231	58	44	11,993	69.6
West Virginia	7,159	59	3	4,066	56.8
Wisconsin	12,433	64	19	7,648	61.5
Wyoming	1,763	29	1	1,089	61.8

1. N/A=Data Not Available
2. Program total percents are calculated based on totals that exclude Alabama, Indiana, Missouri, Panama Canal (U.S. and Territories), and Manitoba (Canada).
3. The number of active duty Military personnel in Canada may be under-reported because some Canadian jurisdictions do not collect this information at the time of testing.

Jurisdiction	Number of People Tested	Number of Official GED Centers	Active Duty Military Personnel	Examinees Planning Further Study	
				Number	Percent
American Samoa	30	1	0	30	100.0
Panama Canal Area	N/A	1	N/A	N/A	N/A
Guam	182	1	0	136	74.7
Micronesia	215	4	0	141	65.6
Puerto Rico	10,474	1	0	6,531	62.4
Virgin Islands	193	1	3	193	100.0
USA+Territories	**756,645**	**2,672**	**2,528**	**429,327**	**59.9[2]**
Alberta	3,462	20	41	2,358	68.1
British Columbia	5,170	1	39	2,712	52.5
Manitoba	1,043	1	0	N/A	N/A
New Brunswick	2,028	2	55	1,215	59.9
Newfoundland	1,096	1	15	918	83.8
Northwest Territories	178	1	0	78	43.8
Nova Scotia	4,251	1	0	3,273	77.0
Prince Edward Island	266	1	0	149	56.0
Saskatchewan	2,672	1	0	1,161	43.5
Yukon Territory	114	1	0	97	85.1
Canadian Military	267	16	267	212	79.4
Canada	**20,547**	**46**	**417[3]**	**12,173**	**62.4[2]**
Federal Correctional Inst.	7,222	76	1	5,262	72.9
Michigan Prisons	1,872	33	0	1,555	83.1
Foreign Nat'ls. Overseas	955	78	0	857	89.7
U.S. Civilians Overseas	573	139	0	484	84.5
U.S. Military Overseas	236	45	230	183	77.5
VA Hospitals	207	48	0	156	75.4
CONUS Military	1,908	112	1,132	1,305	68.4
GED Testing Service	**12,973**	**531**	**1,363**	**9,802**	**75.6**
Program Total	**790,165**	**3,249**	**4,308**	**451,302**	**60.2[2]**

TABLE 7

Additional Data: People Tested, GED Testing Centers, Active Duty Military Personnel, and Examinees Planning Further Study

- ★ More than 450,000 candidates in 1993 reported they planned further education and training beyond the high school level.
- ★ The number planning further study represented three in five (60 percent) candidates tested in 1993, the same proportion as in the previous year (61 percent).
- ★ In Canada, 62 percent planned further study, a notable increase over 1992 (56 percent).

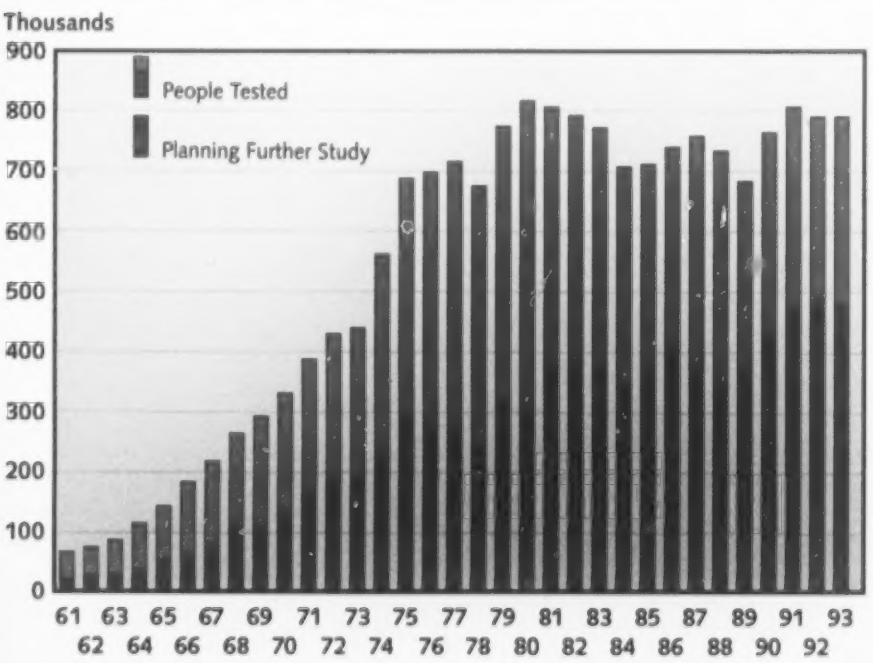


FIGURE 7

Number of GED Candidates Planning Further Study Compared with Total Tested: 1961-1993

Note: Number is estimated from percent of total.

Source: GED Testing Service, American Council on Education

TABLE 8

Credentials Issued, 1988 to 1993, and Cumulative Since 1971

Jurisdiction	1988	1989	1990	1991	1992	1993	Cum. 71-93
Alabama	6,486	6,907	7,549	8,022	7,609	7,946	214,368
Alaska	1,736	1,199	1,367	1,623	1,462	1,389	48,154
Arizona	9,098	7,292	8,512	9,978	9,774	9,799	162,143
Arkansas	6,375	6,341	7,013	7,891	7,630	6,945	129,028
California	11,888	9,468	16,800	39,226	37,289	38,825	281,390
Colorado	7,592	5,978	7,633	6,818	6,649	6,923	152,170
Connecticut	4,213	3,636	4,811	5,306	5,055	4,887	96,655
Delaware	768	795	1,050	821	1,351	1,103	19,905
District of Columbia	461	575	650	734	768	840	26,926
Florida	21,825	25,279	32,734	35,673	31,941	30,280	539,909
Georgia	12,656	12,686	13,174	15,527	16,111	17,894	266,702
Hawaii	1,723	1,271	1,318	1,361	1,383	1,376	33,109
Idaho	899	813	790	983	1,037	1,031	20,783
Illinois	14,803	16,281	15,137	12,607	13,956	14,657	335,672
Indiana	10,916	9,035	10,581	12,520	12,124	11,882	158,906
Iowa	3,858	4,006	5,027	5,305	5,764	5,061	106,244
Kansas	6,479	5,268	5,489	5,328	6,163	5,952	147,161
Kentucky	12,885	10,463	11,822	12,613	11,661	11,671	248,679
Louisiana	8,592	6,601	6,874	7,305	7,402	7,959	207,462
Maine	1,932	3,307	3,415	3,423	2,867	2,560	58,537
Maryland	5,444	5,412	5,782	6,211	5,674	5,396	153,544
Massachusetts	10,928	8,655	9,389	10,849	10,763	11,528	201,732
Michigan	12,578	11,549	12,687	14,111	13,408	15,396	274,720
Minnesota	4,311	5,098	5,757	6,151	6,653	6,156	129,710
Mississippi	6,189	5,466	5,751	6,053	6,412	6,562	144,925
Missouri	8,391	7,698	8,174	8,543	8,771	7,760	183,605
Montana	1,820	1,471	1,649	1,740	1,794	1,857	44,997
Nebraska	2,528	2,350	2,300	2,517	2,655	1,907	51,996
Nevada	2,531	2,760	2,453	2,734	3,494	3,439	46,268
New Hampshire	1,739	1,677	2,177	2,276	2,036	2,046	40,175
New Jersey	9,625	5,636	8,146	8,430	8,944	9,888	262,696
New Mexico	4,324	3,487	3,965	4,161	4,455	6,337	105,331
New York	38,922	31,569	35,727	32,668	28,950	38,120	846,969
North Carolina	13,604	13,552	11,981	13,331	10,478	12,544	295,655
North Dakota	830	778	795	858	907	742	22,607
Ohio	17,127	11,007	17,281	19,969	19,440	17,191	266,487
Oklahoma	3,677	4,485	5,527	6,293	7,119	6,664	130,208
Oregon	7,731	5,990	6,690	8,723	7,982	7,915	155,217
Pennsylvania	11,601	13,852	17,166	20,378	20,312	17,556	382,775
Rhode Island	1,808	1,844	2,455	2,654	2,473	2,852	57,036
South Carolina	4,597	4,702	5,708	6,060	5,770	5,374	97,810
South Dakota	1,023	892	1,075	1,113	1,097	1,043	31,235
Tennessee	12,551	9,093	9,953	11,759	11,697	11,380	210,751
Texas	45,027	33,187	37,442	39,944	44,866	47,628	898,418
Utah	1,050	1,007	901	801	844	981	14,189
Vermont	1,195	1,060	1,278	1,264	1,230	1,374	27,100
Virginia	9,133	8,446	9,911	10,264	10,173	9,345	213,360
Washington	12,790	10,363	8,736	9,523	9,980	10,430	196,045
West Virginia	5,564	3,004	3,101	4,155	4,456	4,437	111,159
Wisconsin	4,603	2,660	3,058	3,948	4,590	4,725	142,038
Wyoming	1,270	1,025	1,137	1,304	1,171	1,228	28,281

Jurisdiction	1988	1989	1990	1991	1992	1993	Cum. 71-93
American Samoa	14	14	N/A	N/A	6	N/A	543
Panama Canal Area	N/A	N/A	6	5	3	N/A	199
Guam	62	62	78	94	N/A	N/A	2,640
Micronesia	30	2	0	32	3	183	804
Puerto Rico	11,098	7,167	8,574	8,947	7,859	6,880	149,415
Virgin Islands	116	66	78	113	101	115	2,830
USA+Territories	**421,016**	**364,287**	**418,634**	**471,040**	**464,562**	**475,959**	**9,177,373**
Alberta	2,649	2,355	2,461	2,397	2,808	2,354	29,272
British Columbia	4,495	3,118	2,550	3,258	3,727	3,591	69,777
Manitoba	1,434	1,431	1,535	926	1,168	2,039	36,989
New Brunswick	1,636	1,513	1,457	1,274	1,244	1,217	20,718
Newfoundland	517	677	714	677	755	743	14,493
Northwest Territories	66	90	117	144	104	123	1,813
Nova Scotia	1,716	1,494	1,816	2,115	2,498	2,428	38,238
Prince Edward Island	190	254	165	164	208	171	5,278
Saskatchewan	1,565	1,618	1,729	1,808	2,130	1,677	45,201
Yukon Territory	34	42	53	51	48	81	1,057
Canada	**14,302**	**12,592**	**12,597**	**12,814**	**14,690**	**14,424**	**262,836**
ProgramTotal	**435,318**	**376,879**	**431,231**	**483,854**	**479,252**	**490,383**	**9,440,209**

TABLE 8

Credentials Issued, 1988 to 1993, and Cumulative Since 1971

★ Nearly 9.5 million persons have earned GED credentials since 1971, when jurisdictions began reporting this information.

★ In 1993, nearly half a million persons (490,383) received GED credentials, the largest number since 1982 (509,155).

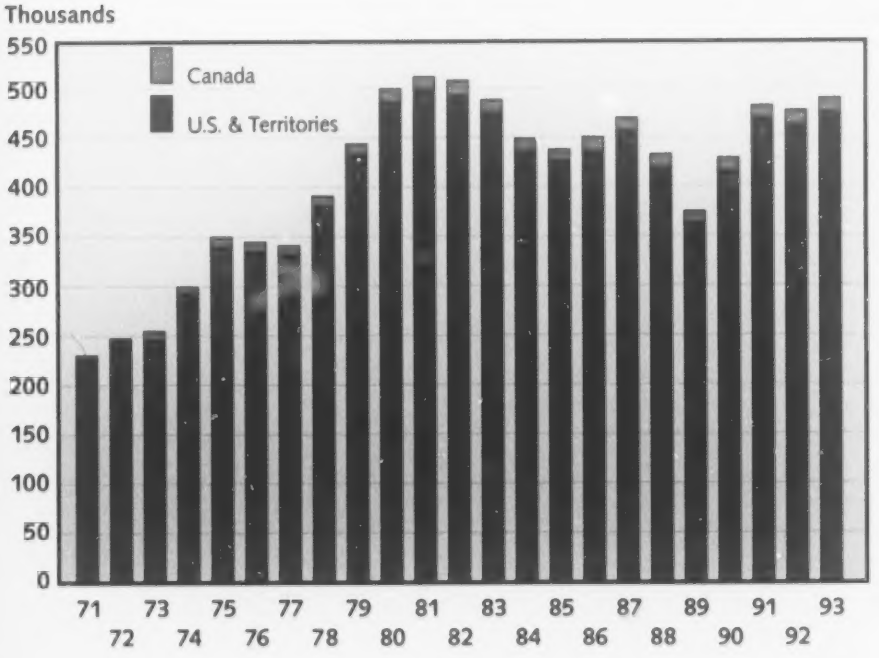


FIGURE 8

Number of Credentials Issued in U.S. and Territories and in Canada: 1971-1993

Source: GED Testing Service, American Council on Education

TABLE 9

Population of Adults Without High School Diplomas, GED Participation Rate, and GED Credentialing Rate, by Jurisdiction

Jurisdiction	Population of Adults without Diplomas[1]	Number Tested in 1993	Participation Rate (in percents)[2]	Number of Credentials Issued in 1993	Credentialing Rate (in percents)[3]
Alabama	936,269	13,137	1.4	7,946	0.8
Alaska	51,195	2,588	5.1	1,389	2.7
Arizona	579,369	14,355	2.5	9,799	1.7
Arkansas	549,931	8,573	1.6	6,945	1.3
California	5,327,621	60,346	1.1	38,825	0.7
Colorado	375,970	10,692	2.8	6,923	1.8
Connecticut	503,961	7,784	1.5	4,887	1.0
Delaware	107,443	1,537	1.4	1,103	1.0
District of Columbia	125,948	1,812	1.4	840	0.7
Florida	2,541,872	43,610	1.7	30,280	1.2
Georgia	1,329,996	27,184	2.0	17,894	1.3
Hawaii	152,820	2,266	1.5	1,376	0.9
Idaho	138,389	4,476	3.2	1,031	0.7
Illinois	1,937,684	29,824	1.5	14,657	0.8
Indiana	951,428	15,587	1.6	11,882	1.2
Iowa	380,196	7,817	2.1	5,061	1.3
Kansas	325,477	9,287	2.9	5,952	1.8
Kentucky	909,162	20,334	2.2	11,671	1.3
Louisiana	905,263	9,677	1.1	7,959	0.9
Maine	184,979	3,800	2.1	2,560	1.4
Maryland	754,722	10,851	1.4	5,396	0.7
Massachusetts	882,624	17,102	1.9	11,528	1.3
Michigan	1,515,421	31,493	2.1	15,396	1.0
Minnesota	529,532	9,238	1.7	6,156	1.2
Mississippi	610,713	10,395	1.7	6,562	1.1
Missouri	944,893	11,275	1.2	7,760	0.8
Montana	105,698	2,840	2.7	1,857	1.8
Nebraska	196,144	4,089	2.1	1,907	1.0
Nevada	195,739	4,486	2.3	3,439	1.8
New Hampshire	144,234	2,841	2.0	2,046	1.4
New Jersey	1,324,806	19,701	1.5	9,888	0.7
New Mexico	260,091	8,099	3.1	6,337	2.4
New York	3,301,373	54,881	1.7	38,120	1.2
North Carolina	1,416,966	16,760	1.2	12,544	0.9
North Dakota	97,028	1,245	1.3	742	0.8
Ohio	1,851,680	22,080	1.2	17,191	0.9
Oklahoma	560,140	10,126	1.8	6,664	1.2
Oregon	393,844	12,272	3.1	7,915	2.0
Pennsylvania	2,160,811	26,227	1.2	17,556	0.8
Rhode Island	203,614	5,870	2.9	2,852	1.4
South Carolina	763,897	8,142	1.1	5,374	0.7
South Dakota	106,575	2,123	2.0	1,043	1.0
Tennessee	1,144,588	18,977	1.7	11,380	1.0
Texas	3,299,572	77,708	2.4	47,628	1.4
Utah	160,799	5,117	3.2	981	0.6
Vermont	76,341	2,025	2.7	1,374	1.8
Virginia	1,099,302	16,316	1.5	9,345	0.9
Washington	583,563	17,231	3.0	10,430	1.8
West Virginia	432,738	7,159	1.7	4,437	1.0
Wisconsin	721,374	12,433	1.7	4,725	0.7
Wyoming	51,995	1,763	3.4	1,228	2.4

1. Population totals for the U.S. and its territories are based on 1990 U.S. Census data for persons ages 16 and older, out of school, without high school diplomas (Unpublished document tabulated for the U.S. Department of Education by the U.S. Bureau of the Census, 1993. The numbers are estimates from a 20 percent sample of the U.S. population and are derived from the Summary Tape File 3 (STF3), 1990 Census of Population and Housing.). Population totals for Canadian jurisdictions are based on 1991 Canadian Census data for persons ages 15 and older, out of school, without secondary level credentials or further training (Statistics Canada, 1991 Canada Census; Cat. No. 93-328, Table 5).
2. Participation rate is the number of persons tested divided by the population of out-of-school adults without secondary level (high school) credentials.
3. Credentialing rate is the number of persons issued GED credentials divided by the population of out-of-school adults without secondary level (high school) credentials.
4. N/A=Data not available.
5. Population of adults without diplomas reported for Micronesia includes persons in the Commonwealth of the Northern Mariana Islands and the Republic of Palau. Census data were not available for the Republic of the Marshall Islands or for the Federated States of Micronesia.

Jurisdiction	Population of Adults without Diplomas[1]	Number Tested in 1993	Participation Rate (in percents)[2]	Number of Credentials Issued in 1993	Credentialing Rate (in percents)[3]
American Samoa	11,364	30	0.3	0	0.0
Panama Canal Area	N/A[4]	N/A	N/A	N/A	N/A
Guam	21,688	182	0.8	0	0.0
Micronesia	14,975[5]	215	1.4	183	1.2
Puerto Rico	1,241,864	10,474	0.8	6,880	0.6
Virgin Islands	27,962	193	0.7	115	0.4
US+Territories	**45,523,643**	**756,645**	**1.7**	**475,959**	**1.0**
Alberta	573,165	3,462	0.6	2,354	0.4
British Columbia	745,970	5,170	0.7	3,591	0.5
Manitoba	323,970	1,043	0.3	2,039	0.6
New Brunswick	218,190	2,028	0.9	1,217	0.6
Newfoundland	182,075	1,096	0.6	743	0.4
Northwest Territories	14,520	178	1.2	123	0.8
Nova Scotia	256,545	4,251	1.7	2,428	0.9
Prince Edward Island	36,590	266	0.7	171	0.5
Saskatchewan	289,740	2,672	0.9	1,677	0.6
Yukon Territory	4,595	114	2.5	81	1.8
Canada	**2,645,360**	**20,547**	**0.8**	**14,424**	**0.5**
Program Total	**48,169,003**	**790,165**	**1.6**	**490,383**	**1.0**

TABLE 9

Population of Adults Without High School Diplomas, GED Participation Rate, and GED Credentialing Rate, by Jurisdiction

★ More than 45 million adults in the U.S. and Territories lack a high school diploma. In 1993, fewer than 2 percent of these adults participated in the GED Testing program and only one percent received high school equivalency credentials.

★ In 1993, seven states reached participation rates of at least three percent: Alaska tested five percent of its population of adults without diplomas; Wyoming, Idaho, Utah, New Mexico, Oregon, and Washington each tested three percent.

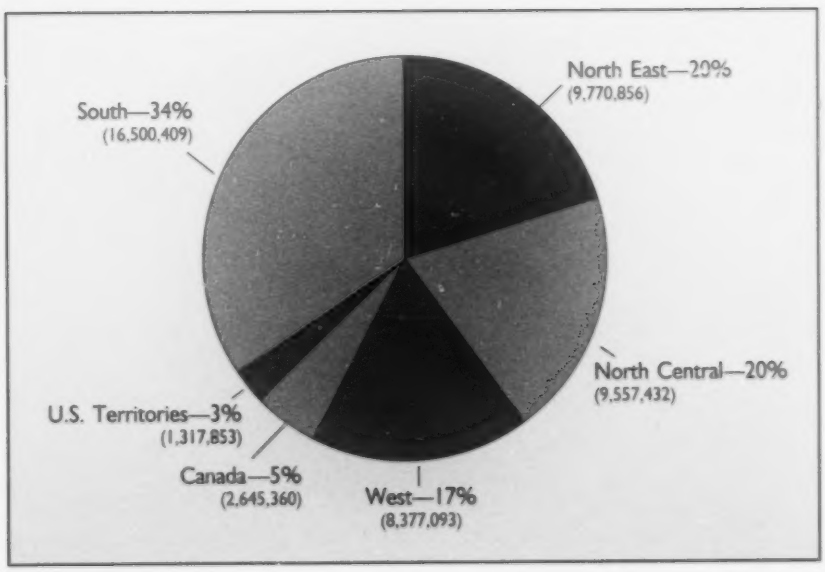


FIGURE 9

Percent (and Number) of Out-of-School Adults Without High School Diplomas, by Region

Source: U.S. Census, 1990, and Canada Census, 1991

TABLE 10

Trends in GED Testing, 1949-1993

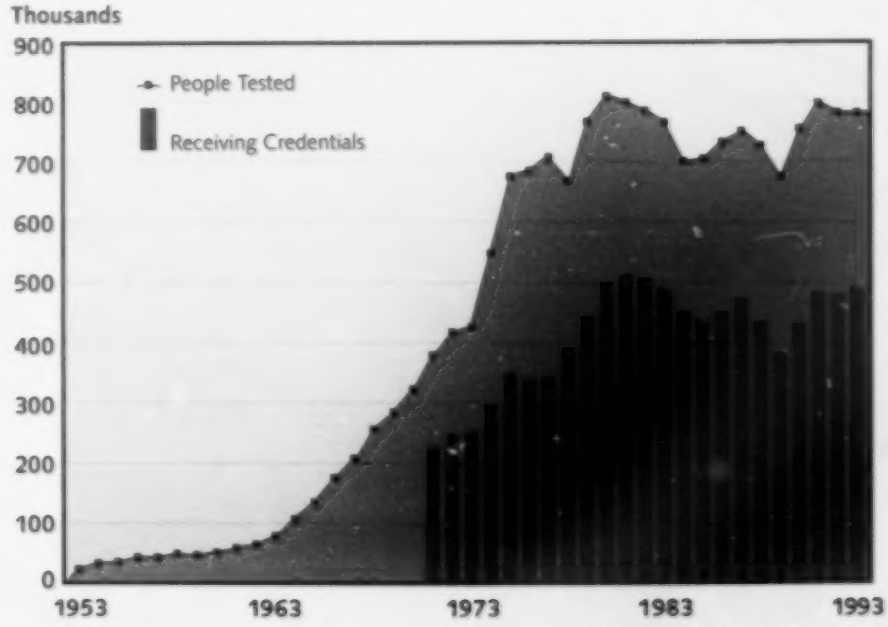
★ In 1993, each GED Test Center tested an average of 243 persons, the highest average in a decade.

Year	Number of Official GED Test Centers	Number of People Tested	Percentage Meeting Score Requirements	Average Age	Average Years of Schooling	Percent Planning Further Study	Number of Credentials Issued
1949-63	692[1]	764,188[2]	75.1[3]	28.5[4]	10.0[4]	34.3[4]	N/A[5]
1964	840	116,875	73.0	29.0	10.0	32.5	N/A
1965	928	143,974	72.0	29.0	9.7	38.0	N/A
1966	1,031	185,778	71.7	29.3	9.8	35.0	N/A
1967	1,194	218,386	70.0	29.5	9.7	36.0	N/A
1968	1,336	265,499	69.4	29.5	9.7	39.9	N/A
1969	1,566	293,451	71.7	29.4	9.7	37.3	N/A
1970	1,711	331,534	70.8	29.1	9.7	40.1	N/A
1971	1,858	387,733	68.7	28.0	9.8	41.2	231,558
1972	1,997	430,346	67.4	27.4	9.8	44.3	248,790
1973	2,135	440,216	68.2	25.1	9.8	42.0	256,905
1974	2,421	561,203	68.9	27.2	10.7	40.0	300,674
1975	2,462	687,426	70.2	25.1	10.0	42.1	351,327
1976	2,549	696,623	67.8	25.4	10.0	39.4	346,490
1977	2,704	715,116	69.7	25.0	10.0	37.8	342,828
1978	2,708	674,724	N/A	25.9	9.9	35.6	392,511
1979	2,799	773,996	68.4	25.3	10.0	40.8	445,426
1980	2,753	816,176	70.8	25.1	10.0	36.6	500,203
1981	2,900	804,813	72.1	25.1	9.9	46.1	513,549
1982	3,046	792,132	73.9	25.1	9.9	48.4	509,155
1983	3,009	772,080	73.1	25.4	9.8	48.6	490,329
1984	3,395	707,076	73.0	25.8	9.8	49.1	450,331
1985	3,371	711,392	72.4	25.8	9.8	51.3	439,957
1986	3,243	739,683	72.6	26.5	9.9	54.8	451,294
1987	3,314	758,367	74.1	26.7	9.9	49.7	472,007
1988	3,450	734,087	72.3	26.7	9.9	47.5	435,318
1989	3,468	682,728	68.4	26.2	10.0	53.6	376,879
1990	3,316	763,618	69.9	26.5	9.9	56.5	431,231
1991	3,445	806,038	71.5	26.4	9.9	58.6[6]	483,854
1992	3,401	790,565	71.4	26.6	9.9	61.4	479,252
1993	3,249	790,165	71.4	26.0	9.9	60.2	490,383

1. Average number of centers for fifteen-year period.
2. Total number of people tested in fifteen-year period.
3. Average percentage for years 1954-1963 only.
4. Average for 1958-1963. Other years = N/A.
5. N/A = Data not available.
6. This number is revised from the 1991 report.

FIGURE 10

Number of GED Candidates Receiving Credentials Compared with Total Tested: 1953-1993



Note: From 1949-1977, Number tested = Number of Test Administrations.

Source: GED Testing Service, American Council on Education

TABLE 11

GED Passing Score Requirements: Percent of High School Graduates Meeting GED Standard and Jurisdictions Requiring GED Standard

Minimum GED Score Standard[1]	Percent of H.S. Graduates Meeting Standard[2]	Jurisdictions Requiring GED Standard
U.S. + Territories		
Minimum 40 or Mean 45	75%	Louisiana, Mississippi, Nebraska, Texas, Commonwealth of the Northern Mariana Islands, Republic of the Marshall Islands
Minimum 40 or Mean 50	71%	New Mexico, North Dakota
Minimum 35 and Mean 45	70%	Alabama, Alaska, Arizona, Colorado, Connecticut, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Montana, Nevada, New Hampshire, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, Wyoming, Federated States of Micronesia, Guam, Kwajalein, Puerto Rico, Virgin Islands
Minimum 40	70%	American Samoa
Minimum 40 and Mean 45	66%	Arkansas, California, Delaware, District of Columbia, Florida, Idaho, Maryland, Missouri, New York, Oklahoma, Oregon, South Dakota, Utah, Washington, West Virginia, Panama Canal Area, Republic of Palau
New Jersey		42 on Test 1, 40 on Tests 2-4, and 45 on Test 5 and a total score of 225
Minimum 40 and Mean 50	51%	Wisconsin
Canada		
Minimum 40 and Mean 45	72%	Newfoundland
Mean 45	53%	Alberta, British Columbia, Manitoba, New Brunswick (English and French), Northwest Territories, Nova Scotia, Prince Edward Island, Saskatchewan, Yukon Territory

1. Each state, province, or territory that contracts to use the GED Tests establishes its own minimum score requirements. However, the Commission on Educational Credit and Credentials requires that such score requirements be set at a standard *no lower* than that which would result from requiring either of the following: a minimum standard score of 40 on each test in the battery *or* an average standard score of at least 45 on all tests in the battery. In the United States, this minimum standard of "minimum 40 or Mean 45" was met by an estimated 75% of the 1987 high school norm group.
2. U.S. percentages are based on data from a national sample of graduating high school seniors who took all five GED Tests in the spring of 1987. Canadian percentages are based on data from a sample of Canadian grade 12 students tested in 1987-1988. Jurisdictional requirements are described in the GED Examiner's Manual, Sections 3.8-4 and 3.8-5.

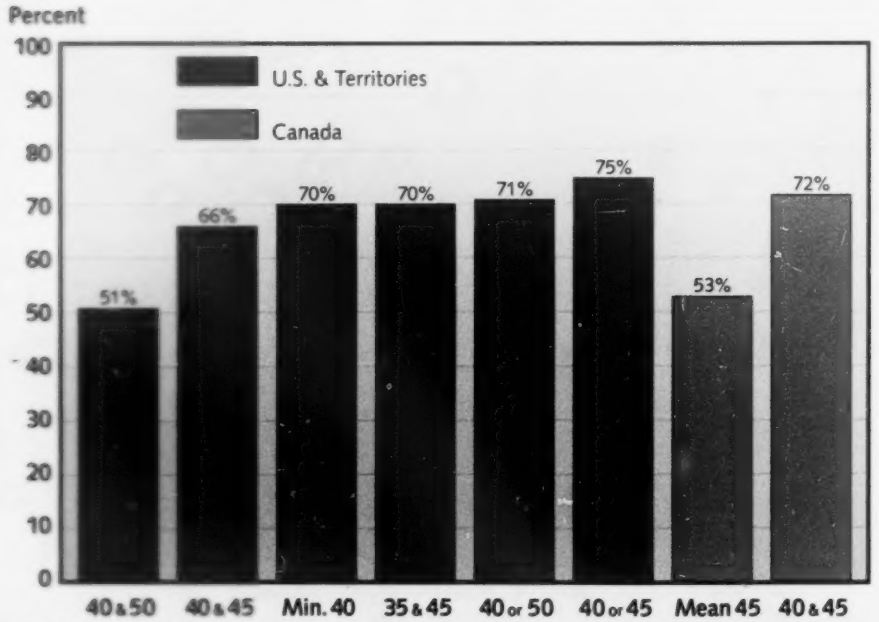


FIGURE 11

Percent of High School Graduates Meeting GED Passing Score Requirements, in U.S. and Territories and in Canada

Note: Requirements are expressed as Minimum and/or Mean scores. Candidates must score the minimum on each test and/or achieve the mean average for the entire battery.

Source: GED Testing Service, American Council on Education

TABLE 12

Policies for Issuing High School Equivalency Credentials Based on GED Tests, by Jurisdiction

U.S. Jurisdictions	Minimum Scores[1]	Residency Requirments[2]	Testing Fee Per Battery[3]	Minimum Age For Testing	Minimum Age For Credential
Alabama	35 and 45	30 days	$20.00[3]	18[2]	18[2]
Alaska	35 and 45	resident	max. $15.00	18[2]	18[2]
Arizona	35 and 45	none	max. $25.00[3]	18[2]	18[2]
Arkansas	40 and 45	legal resident	none	18[2]	18
California	40 and 45	resident	varies	18[2]	18[2]
Colorado	35 and 45	resident[2]	$25.00-$40.00	17	17
Connecticut	35 and 45	resident	over 20, $13.00[4]	17[2]	17[2]
Delaware	40 and 45	resident	varies	18[2]	18
District of Columbia	40 and 45	resident[2]	$20.00	18[2]	18
Florida	40 and 45	resident	max. $25.00	18[2]	18
Georgia	35 and 45	none	$25.00	18[2]	18[2]
Hawaii	35 and 45	resident[2]	$20.00	17[2]	17
Idaho	40 and 45	resident	varies	18[2]	18
Illinois	35 and 45	30 days	$15.00[3]	18[2]	18[2]
Indiana	35 and 45	30 days	max. $18.00	18[2]	18[2]
Iowa	35 and 45	none	$20.00[3]	18[2]	18[2]
Kansas	35 and 45	resident[2]	$30.00	18[2]	18[2]
Kentucky	35 and 45	resident	$15.00	17[2]	17
Louisiana	40 or 45	resident[2]	max.$20.00	17[2]	17[2]
Maine	35 and 45	none	none[3]	18[2]	18[2]
Maryland	40 and 45	3 months	$18.00[3]	16	16[2]
Massachusetts	35 and 45	resident	max. $30.00	19[2]	19[2]
Michigan	35 and 45	30 days	varies	18[2]	18[2]
Minnesota	35 and 45	resident	$15.00-$40.00	19[2]	19[2]
Mississippi	40 or 45	30 days[2]	$20.00	17[2]	17
Missouri	40 and 45	resident[2]	max. $20.00	18[2]	18[2]
Montana	35 and 45	resident[2]	$8.00	18[2]	18[2]
Nebraska	40 or 45	30 days[2]	$20.00-$30.00[3]	16[2]	18
Nevada	35 and 45	resident	$20.00[3]	17	17
New Hampshire	35 and 45	resident	$30.00	18[2]	18
New Jersey	see requirement[5]	none	$20.00	18[2]	18[2]
New Mexico	40 or 50	resident	varies[3]	18[2]	21[2]
New York	40 and 45	1 month	$10.00	19[2]	19[2]
North Carolina	35 and 45	resident[2]	$7.50[3]	16[2]	16
North Dakota	40 or 50	30 days[2]	varies	18[2]	18[2]
Ohio	35 and 45	resident	$10.00[2,3]	19[2]	19[2]
Oklahoma	40 and 45	resident	varies[3]	18[2]	18[2]
Oregon	40 and 45	resident[2]	varies[3]	18[2]	18[2]
Pennsylvania	35 and 45[2]	resident[2]	varies	18[2]	18[2]
Rhode Island	35 and 45	none	$15.00	18[2]	18[2]
South Carolina	35 and 45	resident[2]	$15.00	17[2]	17
South Dakota	40 and 45	resident[2]	max. $20.00	18[2]	18[2]
Tennessee	35 and 45	resident	varies	18[2]	18[2]
Texas	40 or 45	resident[2]	varies[3]	18[2]	18[2]
Utah	40 and 45	resident[2]	varies[3]	18[2]	18[2]
Vermont	35 and 45	resident	$25.00	18[2]	16
Virginia	35 and 45	resident	$20.00[3]	18[2]	18[2]
Washington	40 and 45	resident	$25.00	19[2]	19[2]
West Virginia	40 and 45	30 days	varies	18[2]	18[2]
Wisconsin	40 and 50	10 days	varies	18.5	18.5
Wyoming	35 and 45	resident[2]	varies	18[2]	18

1. Minimum scores of 35 and 45 mean a person must score at least 35 on each test and achieve an average of 45 on the entire battery.
2. See jurisdictional requirements in GED Examiner's Manual for exceptions and limitations.
3. See jurisdictional requirements in GED Examiner's Manual for credentials and other fees.
4. Otherwise, free
5. N.J. = 42 on Test 1, 40 on Tests 2-4 and 45 on Test 5 and a total score of 225.
6. Please note: Micronesia is an independent country.

TABLE 12

Policies for Issuing High School Equivalency Credentials Based on GED Tests, by Jurisdiction

Other Jurisdictions	Minimum Scores[1]	Residency Requirments[2]	Testing Fee Per Battery[3]	Minimum Age For Testing	Minimum Age For Credential
U.S. Territories					
American Samoa	40 each test	resident	$10.00	18[2]	18
Panama Canal Area	40 and 45	resident[2]	$38.00	17	17
Guam	35 and 45	resident	$10.00	18[2]	18
Kwajalein Island	35 and 45	resident	$27.50	18	18
Northern Mariana Is.	40 or 45	30 days	$5.00[3]	18[2]	18[2]
Marshall Islands	40 or 45	30 days	$7.50[3]	17	18[2]
Micronesia[6]	35 and 45	resident	$7.50[3]	18[2]	18
Republic of Palau	40 and 45		$10.00	16[2]	16
Puerto Rico	35 and 45	resident	no charge	18	18
Virgin Islands	35 and 45	none[2]	$20.00	17	18
Canada					
Alberta	45 each test	resident	$50.00	18	18[2]
British Columbia	45 each test	resident	$26.75	19	19[2]
Manitoba	45 each test	resident	$22.00	19	19[2]
New Brunswick	45 each test	resident	$10.00	19	19
Newfoundland	40 and 45	resident	none	19	19[2]
Northwest Terr.	45 each test	6 months	$5.00	18[2]	18[2]
Nova Scotia	45 each test	none	$20.00	19	19[2]
Prince Edward Is.	45 each test	resident	$20.00	19[2]	19[2]
Saskatchewan	45 each test	resident	$25.00	19[2]	19
Yukon Territory	45 each test	resident	$25.00	19[2]	19[2]

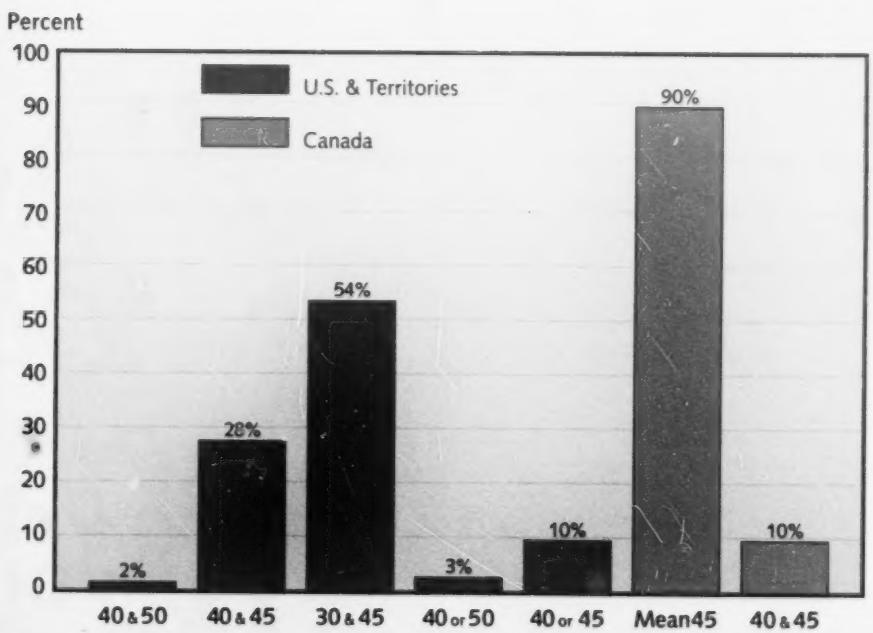


FIGURE 12

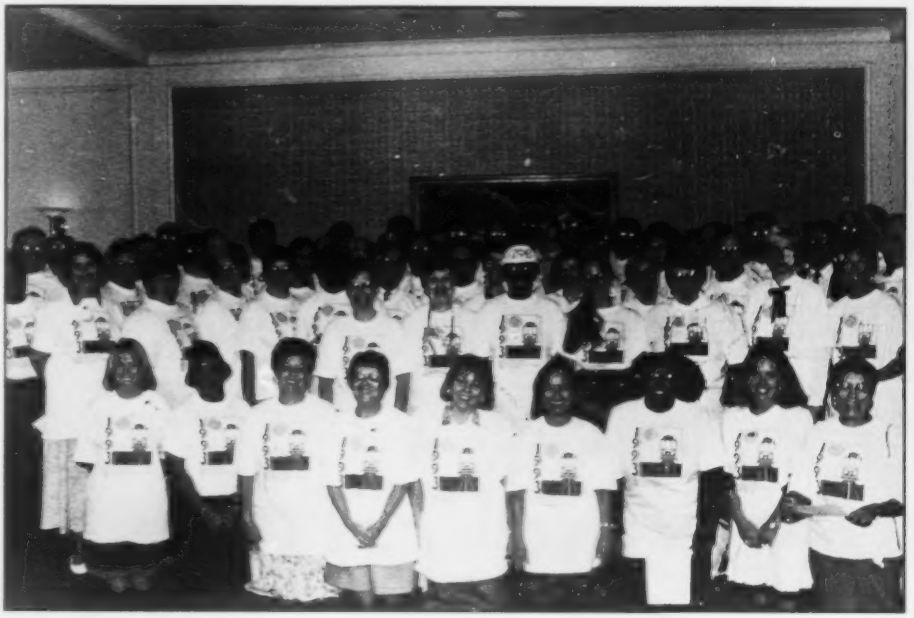
Percent of Jurisdictions By Minimum Score Requirements for Issuing High School Equivalency Credentials, in U.S. and Territories and in Canada

Note: Requirements are expressed as Minimum and/or Mean scores. Candidates must score the minimum on each test and/or achieve the mean average for the entire battery.

New Jersey and American Samoa are not included. New Jersey requires a minimum of 42 on Test 1, 40 on Tests 2-4, 45 on Test 5, and a total score of 225. American Samoa requires a minimum of 40 on each test.

Source: GED Testing Service, American Council on Education

The GED Administrators



GEDTS

ALABAMA
Mr. Rick Horne
GED Administrator
GED Testing Program
State Department of Education
Gordon Persons Bldg.
50 North Ripley
Montgomery AL 36130
(205) 242-8182
Fax (205) 242-9708

ALASKA
Ms. Barbara Thompson
Administrator
GED Testing Program
Alaska Department of Education
801 W. 10th Street, Suite 200
Juneau AK 99801-1894
(907) 465-8727 2841
Fax (907) 463-5279

ARIZONA
Ms. Pat Taylor
State GED Administrator of Adult Education Programs
Arizona State Department of Education
1535 W. Jefferson
Phoenix AZ 85007
(602) 542-5281
Fax (602) 542-1849

ARKANSAS
Dr. Emma Rhodes
GED Test Administrator
Arkansas Department of Education
Luther S. Hardin Bldg., #601
Three Capitol Mall
Little Rock AR 72201-1085
(501) 682-1970
Fax (501) 682-1982

CALIFORNIA
Mr. Bob Evans
Interim GED Administrator
California State Department of Education
560 J Street, Suite 290
Sacramento CA 95814
(916) 324-7116
Fax (916) 323-2597
cc: Nancy Edmunds (916) 657-3497

COLORADO
Ms. Karen Torp
Administrator
Colorado Department of Education
201 E. Colfax Avenue, Room 100
Denver CO 80203
(303) 866-6612
Fax (303) 830-0793

CONNECTICUT
Ms. Janet Snow
Bureau of Adult Education and Training
State Department of Education
25 Industrial Park Road
Middletown CT 06457
(203) 638-4151
Fax (203) 638-4156

DELAWARE
Dr. Fran Tracy-Mumford
State Supervisor
Adult and Community Education
Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover DE 19903
(302) 739-4681
Fax (302) 739-3092

DISTRICT OF COLUMBIA
Mr. Alexander Hyman
GED Administrator
Adult Basic Education Office
Penn Center, Administrative Unit
1709 Third Street, NE, Room 215
Washington DC 20002
(202) 576-6308
Fax (202) 576-7899

FLORIDA
Dr. John Lawrence
Chief, Bureau of Adult and Community Education
Department of Education
325 West Gaines
F.E.C. Room 1244
Tallahassee FL 32399-0400
(904) 487-4929
Fax (904) 487-6259

GEORGIA
Mr. Robert Wofford
Director, Assessment and Evaluation
Georgia Department of Technical and Adult Education
1800 Century Pl., NE
Atlanta, GA 30345-4304
(404) 679-1644
Fax (404) 679-1630

HAWAII
Mr. Kenneth Yamamoto
Administrator
Community Education Section
595 Pepeekeo Street, H-2
Honolulu, HI 96825
(808) 395-9451
(808) 395-1836

IDAHO
Mr. Jerry Pelton
Chief, Bureau of Instruction
State Department of Education
L.B.J. Building
Boise ID 83720
(208) 334-2165
Fax (208) 334-2228

ILLINOIS
Mr. Roz Petrilli
Administrator, GED Testing Program
Adult and Continuing Education Section
Illinois State Board of Education
100 N. First Street
Springfield IL 62777
(217) 782-3370
Fax (217) 782-9224

INDIANA
Ms. Priscilla McGuire
GED State Administrator
Division of Adult and Community Education
Indiana Department of Education
State House, Room 229
Indianapolis IN 46204
(317) 232-0522
Fax (317) 232-9121

IOWA
Dr. John Hartwig
Adult Education Section
Bureau of Area Schools
Department of Public Education
Grimes State Office Building
Des Moines IA 50319-0146
(515) 281-3636
Fax (515) 242-5988

KANSAS
Ms. Janet Stotts
GED Administrator, Adult Education
State Department of Education
Kansas State Education Building
120 East 10th Street
Topeka KS 66612
(913) 296-3191
Fax (913) 296-7933

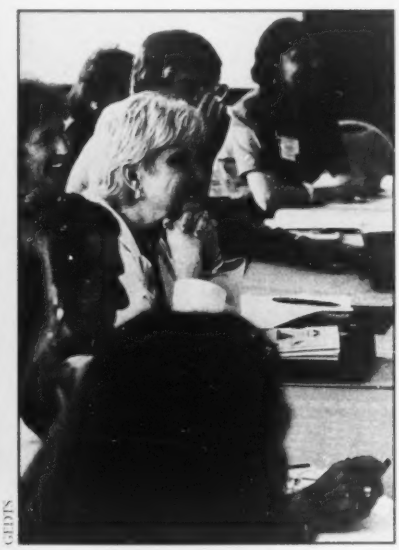
KENTUCKY
Mr. Harlan Stubbs
State GED Administrator
Department of Adult and Technical Education
Office of Adult Education, Capitol Plaza Tower
3rd Floor, 500 Metro Street
Frankfort KY 40601
(502) 564-5117
Fax (502) 465-5316

LOUISIANA
Mr. Glenn Gossett
Director, Adult Education
Louisiana Department of Education
626 N. 4th
P.O. Box 94064
Baton Rouge LA 70804-9064
(504) 342-3510
Fax (504) 342-7316

MAINE
Mr. Maurice Parent
Bureau of Applied Technology and Adult Learning
State Department of Education
State House Station #23
Augusta ME 04333
(207) 287-5854
Fax (207) 287-5894

MARYLAND
Dr. Mary Ann Corley
GED Administrator
Maryland State Department of Education
200 W. Baltimore Street
Baltimore MD 21201
(410) 333-2280
Fax (410) 333-8435

MASSACHUSETTS
Mr. Frank Shea
GED Administrator
Bureau of Adult Education
MA Department of Education
350 Main Street
Malden MA 02148-5023
(617) 388-3300 ext. 651
Fax (617) 770-7332



CTB/TS

MICHIGAN
Mr. Kenneth E. Walsh
Supervisor, Adult Basic Education and High School Completion
State Department of Education
608 W. Allegan
P.O. Box 30008
Lansing MI 48909
(517) 373-8439
Fax (517) 335-3630

MINNESOTA
Mr. Patrick Rupp
GED Administrator
998 Capitol Square Building
550 Cedar Street
St. Paul MN 55101
(612) 296-2704
Fax (612) 297-5695

MISSISSIPPI
Mr. William C. Box
GED Administrator
State Board for Community Junior Colleges
3825 Ridgewood Road
Jackson MS 39211
(601) 982-6338/6341
Fax (601) 982-6365

MISSOURI
Mr. Elvin Long
Director, Adult Education
State Department of Elementary and Secondary Education
205 Jefferson
P.O. Box 480
Jefferson City MO 65102
(314) 751-1249
Fax (314) 751-1179

MONTANA
Ms. Karen Sullivan
GED Administrator
Office of Public Instruction
State Capitol Building
Helena MT 59601
(406) 444-4438
Fax (406) 444-3924

NEBRASKA
Mr. Burney J. Bouslough
Director of Adult and Community Education
State Department of Education
301 Centennial Mall South
Lincoln NE 68509
(402) 471-4807
Fax (402) 471-0117

NEVADA
Ms. Phyllis Rich
Education Consultant
Adult and Continuing Education
Department of Education
Capitol Complex
400 W. King Street
Carson City NV 89710
(702) 687-3133
Fax (702) 687-5660

NEW HAMPSHIRE
Ms. Dorothy Oliver
Consultant, Office of Adult Basic Education
New Hampshire Department of Education
State Office Park South
101 Pleasant Street
Concord NH 03301
(603) 271-6699
Fax (603) 588-7893

NEW JERSEY
Mr. Harry Van Houten
Manager, Division of Adult Education
GED Testing
CN500
240 W. State Street, 10th Floor
Trenton NJ 08625-0500
(609) 292-5543
Fax (609) 633-9825

NEW MEXICO
Dr. Carroll Hall
Director, State Department of Education
Assessment and Evaluation
Education Building
Room 124
300 Don Gaspar
Santa Fe NM 87501-2786
(505) 827-6524
Fax (505) 827-6696

NEW YORK
Ms. Linda Headley Walker
GED Administrator
GED Office
Room 774
EBA
New York State Education Department
Albany NY 12224
(518) 474-8741
Fax (518) 474-2801

NORTH CAROLINA
Dr. Delane F. Boyer
Coordinator of Adult High School Programs
State Board of Community Colleges
The Caswell Building
200 W. Jones Street
Raleigh NC 27603-1337
(919) 733-7051 x307
Fax (919) 733-0680

NORTH DAKOTA
Mr. G. David Massey
Director
Adult Basic and Secondary Education
Department of Public Instruction
Capitol Building
Bismark ND 58505
(701) 224-3600
Fax (701) 224-2461

OHIO
Dr. David Fischer
GED Administrator
State Department of Education
65 S. Front Street, Room 812
Columbus OH 43215
(614) 466-9217
Fax (614) 752-3956

OKLAHOMA
Mr. Al Underwood
Administrator
Adult/Community Education Services
State Department of Education
2500 N. Lincoln Boulevard
Oklahoma City OK 73105-4599
(405) 521-3321
Fax (405) 521-6205

OREGON
Dr. Donna M. Lane
Director
Office of Community College Services
255 Capitol Street, NE
Salem OR 97310-0203
(503) 378-8648 ext. 359
Fax (503) 378-8434

PENNSYLVANIA
Mr. Lawrence B. Goodwin, Jr.
GED Administrator
Adult Basic and Literacy Education
State Department of Education
333 Market Street
Harrisburg PA 17126-0333
(717) 787-5532
Fax (717) 783-6672

RHODE ISLAND
Mr. Robert Mason
GED Administrator
Department of Elementary and Secondary Education
Vocational and Adult Education Division
22 Hayes Street, Room 222
Providence RI 02908
(401) 277-2681
Fax (401) 277-2537

SOUTH CAROLINA
Mr. David Stout
GED Coordinator
State Department of Education
212 Rutledge Building
1429 Senate Street
Columbia SC 29201
(803) 734-8347
Fax (803) 734-8624

SOUTH DAKOTA
Mr. Gene Dickson
Adult Basic Education
Department of Education and Cultural Affairs
700 Governor's Drive
Pierre SD 57501-2291
(605) 773-4463
Fax (605) 773-6139

TENNESSEE
Ms. Donna Spalding
GED Administrator
State Department of Education
1130 Menzler Road
Nashville TN 37210
(615) 741-7054
Fax (615) 532-4899

TEXAS
Dr. Paul W. Lindsey
Assistant Commissioner for Compliance
Texas Education Agency
William B. Travis Building
1701 N. Congress Avenue
Austin TX 78701
(512) 463-9292
Fax (512) 305-9493
cc: Cathy Erwin

UTAH
Dr. Kay M. Haws
Director, GED Testing Program
Utah State Office of Education
250 East 500 South
Salt Lake City UT 84111
(801) 538-7844
Fax (801) 538-7521

VERMONT
Ms. Eleanor Wernecke
Career & Lifelong Learning Division
State Department of Education
120 State Street
Montpelier VT 05620
(802) 828-3131
Fax (802) 828-3140

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Dr. Patricia Ta'ani
Associate Specialist
Virginia Office of Adult Education
Department of Education
P.O. Box 2120
Richmond VA 23216-2060
(804) 371-2333
Fax (804) 371-8593

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Dr. Patricia Green
GED Administrator
State Board for Community and Technical Colleges
319 7th Avenue
P.O. Box 42495
Olympia WA 98504-2495
(206) 753-6748
Fax (206) 664-8808

WEST VIRGINIA
Ms. Linda Kelly
Assistant Director
Bureau of Vocational, Technical and Adult Education
1900 Kanawha Blvd. East
Building 6, Room B230
Charleston WV 25305-0330
(304) 558-6318
Fax (304) 558-0048

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Dr. Hank Hendrickson
Wisconsin High School Equivalency Program
Department of Public Instruction
P.O. Box 7841
125 S. Webster Street
Madison WI 53703
(608) 267-9448
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Mr. D. Leeds Pickering
GED Administrator
Wyoming Department of Education
Hathaway Building
Cheyenne WY 82002
(307) 777-6265
Fax (307) 777-6234

DANTES
Mr. Len Lipp
DANTES
Attn: Code 12
6490 Saufley Field Road
Pensacola FL 32509-5243
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Fax (904) 452-1160

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GED Administrator
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Michigan Department of Corrections
Grand View Plaza
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Fax (517) 373-2628

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Rehabilitation, Planning Specialist
Department of Veterans Affairs
Room 548 (Teck World)
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Washington DC 20420
(202) 535-7273
(202) 535-7487

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Mr. Barry Krembil
Assistant Director, Student Evaluation Branch
Alberta Education
11160 Jasper Avenue, Box 43
Edmonton AB T5K OL2
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Fax (403) 422-4200

BRITISH COLUMBIA
Ms. Becky Mathews
Director, Examinations Branch
Ministry of Education
Parliament Buildings
617 Government Street
Victoria BC V8V 2M4
(604) 356-7269
Fax (604) 387-3682
cc: Fran Butler (606) 356-7456

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Manager, High School Certification
Division of Program Development
Department of Education
Confederation Building 3rd Floor
P.O. Box 8700
St. John's NF A1B 4J6
(709) 729-2999
Fax (709) 729-5896

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GED Administrator
Department of Education, Culture and Employment Programs
Government of the N.W. Territories
Lahm Ridge Tower–Third Floor
Franklin Avenue
Yellowknife NT X1A 2L9
(403) 920-6218
Fax (403) 873-0538

NOVA SCOTIA
Mr. Turney C. Manzer
Assistant Director
Testing and Evaluation
N.S. Department of Education
2021 Brunswick Street
P.O. Box 578
Halifax NS B3J 2S9
(902) 424-5805
Fax (902) 424-0614

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Mr. Parnell Garland
Director, Educational Services
Department of Education and Human Resources
P.O. Box 2000
Charlottetown PE C1A 7N8
(902) 368-4690
Fax (902) 368-4663

SASKATCHEWAN
Mr. Wayne Eger
Program Support Services Unit
Department of Education, Training and Employment
2220 College Avenue
Regina SK S4P 3V7
(306) 787-5637
Fax (306) 787-9178

YUKON
Ms. Hazel Fekete
GED Administrator and Examiner
Yukon College
P.O. Box 2799
White Horse YT Y1A 5K4/YK
(403) 668-8741
Fax (403) 668-8890

MILITARY
Capt. Pierrre Labonte
GED Administrator
Canadian Forces
234 Laurier Avenue
16th Floor, Export Building
DPPS/NDHQ
Ottawa ON K1A OK2
(613) 996-2429
Fax (613) 995-2701

MILITARY
Mr. D.H. (Mitch) Mitchell
Training Development/Education Officer
National Defense Headquarters
Administrative Unit, Berger Building
Ottawa ON K1A OK2
(613) 995-8334
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Dr. Lealofi Uiagalelei
Director of Education
Government of American Samoa
Pago Pago AS 96799
011 (684) 633-5237
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GUAM
Ms. Sandra Liberty
Guam Community College
P.O. Box 23069
Main Postal Facility
Guam GU 96921
011 (671) 734-4310 x9
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KWAJALEIN
Ms. Deborah Williams
Attn: Community Education
P.O. Box 54
APO
San Francisco CA 96555
(805) 238-7994 x1078
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MARSHALL ISLANDS
Sr. Dorothy Nook
GED Administrator and President
College of The Marshall Islands
P.O. Box 1258
Republic of Marshall Islands
Majuro MH 96960
(692) 625-4551
DC (202) 785-5083

MICRONESIA
Mr. Weldis J. Welley
GED State Administrator
Federated States of Micronesia National Government
Palikir, Pohnpei FM 96941
011 (691) 320-2647/2609

NORTHERN MARIANA ISLANDS
Ms. Fe Calixterio
GED Administrator
Northern Marianas College
Adult Basic Education Program
P.O. Box 1250
Saipan MP 96950
011 (670) 235-4940
Fax 011 (670) 234-0759/1270

PANAMA
Ms. Elaine V. Lewis
GED Administrator
Panama Canal College
DODDS Panama Region
APO
Miami FL 34002
011 (507) 52-3107/3304

PUERTO RICO
Ms. Anadelia (Annie) Berrios
GED Administrator
Educational Extension Area
Department of Education
P.O. Box 190759
San Juan PR 00919-0759
(809) 753-9211

VIRGIN ISLANDS
Ms. Anna L. Lewis
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St. Thomas VI 00802
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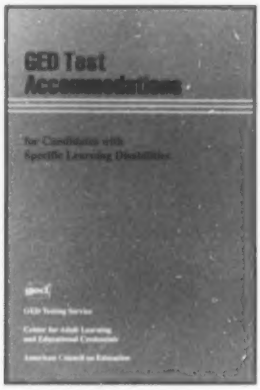

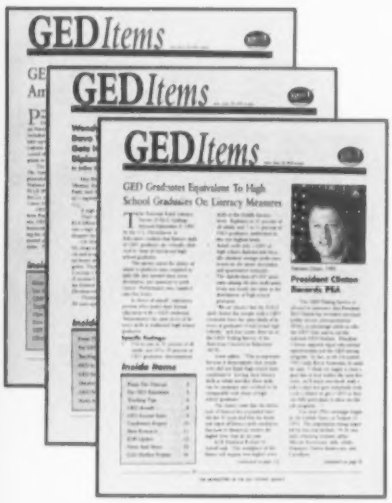

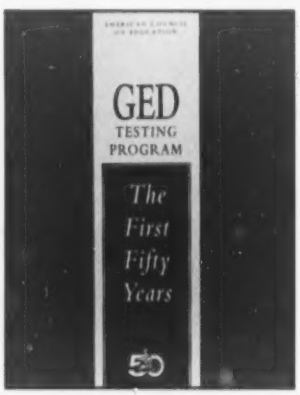

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Who Took the GED? GED 1993 Statistical Report. Annual statistics about who took the GED Tests during the calendar year 1993. Contains testing and high school credentialing information from participating jurisdictions in the United States, U.S. Territories and Canada, as well as overseas and in the military. **(Order # 25-0793; $20.00)**

The GED Annual Statistical Reports. Back issues of the yearly GED statistical reports for 1958-1992. **(Order # 25-0758-# 25-0792; $10.00 per back issue)**

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Official Teacher's Guide to the Tests of General Educational Development (1987). Sample items, examinee performance data, and teaching suggestions are included for each section of the tests. Available from Contemporary Books, Inc., 180 N. Michigan Ave., Chicago IL 60601. (800) 621-1918.

Official GED Practice Tests and Teachers' Manual (1991). Half-length and full-length tests, comparable in content, difficulty and format to the GED Tests. Materials are available in English-language (U.S. and Canadian editions), Spanish-language, French-language, audiocassette, and large print editions. Available from Steck-Vaughn Co., P.O. Box 26015, Austin TX 78755. (800) 531-5015, FAX (512) 343-6854. In Canada (416) 513-6966, FAX (416) 513-6977.

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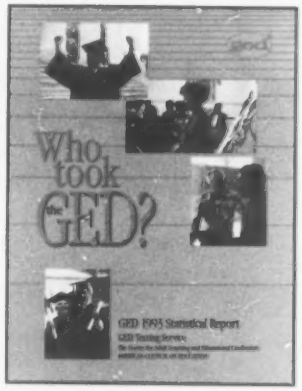

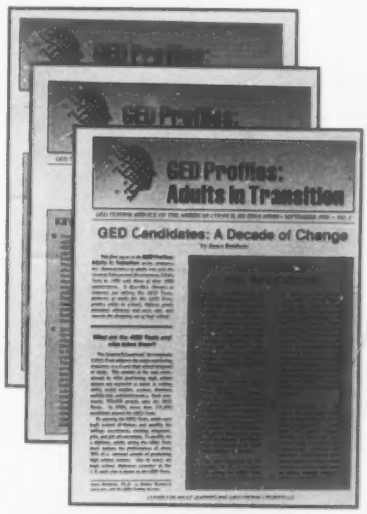

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GED Testing Service
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(202) 939-9490 • FAX (202) 775-8578